

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes the theories of English for Specific Purposes, English for *Teknik Kendaraan Ringan*, English curriculum, needs analysis, the nature of reading, reading needs, reading materials, previous related study, and conceptual framework.

#### **2.1 English for Specific Purposes**

English for specific purpose which is more known with the name ESP is defined as the approach of English language teaching. The presence of ESP was unplanned, but rather than the appearance of the need to learn English specifically. Hutchinson and Waters (1987) identified that there are three main reasons to the emergence of all ESP: (1) the demands of a brave new world, (2) a revolution in linguistics, and (3) focus on the learner. An enormous expansion in scientific, technical, and economical activity which occurred internationally and dominated by technology and commerce makes English be the one of the languages accepted to be used internationally. This makes the people change their reason to learn English. Now, they learn English because they need it and they also know why they need to learn in. The linguistics of English was also transform from the traditional grammar to the real use of the language in communication.

*English for Specific Purposes* is different from General English, because ESP learners have different needs and interests, not like the learners of General English who may have similar needs. Those different needs and interests will affect their motivation to learn. Hutchinson and Waters (1987) stated that ESP must be seen as an approach not as a product. It is an approach that is used in language learning which is based on the learners needs and the reasons why they are learning it. Dudley-Evans (1997) mentioned the absolute characteristics of ESP, which are: (1) ESP is defined to meet specific needs of the learners, (2) ESP makes use of underlying methodology and activities of the discipline, and (3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

In Indonesia, Vocational School or *Sekolah Mengah Kejuruan (SMK)* is one of the examples where English for Specific Purposes can be implemented. Vocational school is a learning institution in the same level with senior high school that specializes in giving its students the vocational education and technical skills. Vocational schools in Indonesia have several majors like automotive, engineering, tourism, etc. Because of those different majors, vocational schools students may have different needs of the learning materials based on the target situation. Facing this situation, ESP teachers in vocational schools play an important role in making the learning process run better and faster. Dudley-Evans (1997) stated that ESP practitioners are needing to perform five different roles, which are as the teacher, the collaborator, the course designer and materials provider, the researcher and the evaluator. Because ESP

practitioners play a role as the material provider, they should be selective and creative in selecting the materials, not only from the textbooks but also from others sources. One of the main questions raises in the field of ESP is how specific those materials should be. This is why the ESP practitioners have a role as researcher. They should find out what are the learners' needs and what materials that will be relevant to their needs.

In addition, in order to meet the learners' specific needs and adopt the methodology and activities of the target discipline, the ESP teachers or ESP practitioners need to have knowledge about the major. It can be achieved by working closely with the field specialists, which are the productive teachers. ESP teachers also need to collaborate more closely with the learners, who generally are more familiar with the specialized materials in the specific major rather than the teachers themselves.

## **2.2 English for *Teknik Kendaraan Ringan* Students**

Mastering English is very indispensable if you are accepted to work in the workplace, because you will use English daily. You need to be able to understand and produce English appropriately in order to compete other workers and survive in the work place. Beside that, you will need mastering English to communicate with the customers, colleagues, or even bosses from abroad. Every worker in the in every work fields should be able to use English well in order to perform better, unexceptionally in automotive field.

Automotive is one of the majors in Technological and Industrial fields. Automotive is a program that has aims to prepares individuals to be able to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. The job in automotive includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems. Automotive itself has several sub-majors, which are *Teknik Kendaraan Ringan*, *Sepeda Motor Kecil & Besar*, *Perbaikan Bodi dan Cat*, *Teknik Alat Berat*, and *Ototronik*. This study focuses on one of the sub-majors of automotive, which is *Teknik Kendaraan Ringan*.

*Teknik Kendaraan Ringan* is a competence in automotive engineering field that focus on the mastery of expertise in the field of light vehicle repair services. Students majoring in *Teknik Kendaraan Ringan* are prepared to repair, service, and maintain the light vehicles. *Kendaraan ringan* or light vehicle is a four-wheeled motor vehicles, including cars, minivans and pick-ups. In particular, *Teknik Kendaraan Ringan* equips its students with the skills and knowledge in these following competences:

- a. Maintenance and repair of automotive motors
- b. Maintenance and repair of automotive power transfer system
- c. Maintenance and repair of automotive chassis
- d. Maintenance and repair of automotive electrical systems
- e. Maintenance and repair of automotive air conditioning system

In order to coordinate and interact with the customers, colleagues and bosses, *Teknik Kendaraan Ringan* students have to comprehend how to maintain and repair the motors, the power transfer system, the chassis, the electrical systems, and the air conditioning system. The job competence for every major is stated in the *Standar Kompetensi Kerja Nasional Indonesia (SKKNI)*. According to *Peraturan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia nomor 8 tahun 2012 tentang Tata Cara Penetapan Standar Kompetensi Kerja Nasional Indonesia* in Chapter I Pasal I, *Standar Kompetensi Kerja Nasional Indonesia (SKKNI)* is the formulation of the work ability including the aspects of knowledge, skills and/or expertise and attitudes relevant to the job duties and the requirements of position are determined in accordance with regulations. *SKKNI* was made in order to prepare the job applicant, in this case are the students, to be relevant with the needs of the business or industry in each sector or field of work.

There is a *SKKNI* for *Teknik Kendaraan Ringan* major stated in *Keputusan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia nomor 116 bagian VII tahun 2007*. There are six main points that *Teknik Kendaraan Ringan* students have to able to, which are the general service, engine overhaul, power train service, chasis and suspension, electrical, and body and painting. Those six main points have many unit of competencies, so in total there are 131 unit of competencies that *Teknik Kendaraan Ringan* students have to be able to. In order to be able to do the service, maintain, repair, or overhaul the components in the vehicles, students majoring in *Teknik Kendaraan Ringan* need to have the ability to read and understand the written instruction or information in the *Standar*

Operational Procedure or manual book which is written in English. Therefore, the reading skills are very indispensable for the students. They have to get the proper reading materials since they are at the vocational school so that they will get used to read in English. They have to master the reading skills if they want to survive in their future workplaces.

Through the conversation that the writer had with the students majoring in *Teknik Kendaraan Ringan* who had done the *Praktik Kerja Lapangan (PKL)*, they said that when they did *PKL* in Astra and Kawasaki they asked to work in the storage section and painting. They also said that they need to have the reading ability, especially the one who work in the storage section because he was asked by his head of division to read the delivery notes and also storage records. He have to understand the notes and the instructions well to avoid calculation error in the spare parts storage.

Nowadays, every interaction and communication, either spoken or written likely produced in English. Therefore, students majoring in *Teknik Kendaraan Ringan* have to master their specific English to compete and will be able to survive in their future workplaces.

### **2.3 English Curriculum**

According to *Buku Standar Isi* which contains about *Standar Kompetensi* and *Kompetensi Dasar* for *Sekolah Menengah Kejuruan (SMK)* or Vocational School (p. 111), English is categorized as adaptive subject. It aims to equip the students with English communication skills in the context of communication

materials needed for the program skills, both oral and written. In addition, English equips the learners with the ability to communicate in daily communication in accordance with the global demands. As stated in *Standar Isi Mata Pelajaran Bahasa Inggris* (p.112), English in vocational school has the purpose to make the learners have these following ability: (1) Master the basic knowledge and skills of English to support the achievement of its skills major competency, and (2) Applying mastery of English ability and skills to communicate both in spoken and in written form on intermediate level. English in vocational school has three scopes, which are for novice level, elementary level, and intermediate level. In this study, the writer focuses on the students in elementary level.

In addition, the students are expected to understand and produce the language specifically in their future workplaces. They are expected to have skills, including language competence. To make the students achieve the goals of language competence, *Badan Standar Nasional Pendidikan (BSNP)* were forming the *Standar Isi* for students. *Standar Isi* contains *Standar Kompetensi* (Standard of Competence) and *Kompetensi Dasar* (Basic Competence).

- *Standar Kompetensi* (Standard of Competence) is the standard of the minimum abilities that include knowledge, skills and attitudes to be achieved by the learners at every level of the material being taught. The English standard of competence in SMK for students in the eleventh grade is communicate by using English in the level of Elementary (*berkomunikasi dengan Bahasa Inggris setara Level Elementary*)

- *Kompetensi Dasar* (Basic Competence) is the sub-criteria of Standar Competence which has narrower scope. The following is the basic competence for elementary level vocational school students according to *Standar Isi Mata Pelajaran Bahasa Inggris* (p.112-113).

- 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*

*Teknik Kendaraan Ringan* students have to master the basic competence above. Since the focus on this study is the reading skills, they have to able to understand the instructions and making notes, directions, and lists with proper dictions, spelling, and grammar.

In addition, there is *Standar Kompetensi Lulusan (SKL)* for vocational school in elementary level which is stated in *Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 23 tahun 2006*. As stated in *Permendiknas RI nomor 23 tahun 2006 pasal I*, *Standar Kompetensi Lulusan* is used as a guide in determining the learners' study completeness. The following is *Standar Kompetensi Lulusan (SKL) Bahasa Inggris SMK Kelas XI* for elementary level 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*

The SKL above means that the vocational students in elementary level have to able to: (1) understand the meaning of interpersonal and transactional oral texts, both formally and informally, in the form of listening to expression of asking for something and giving instructions related to the job, (2) express the meaning of interpersonal and transactional texts orally, both formally and informally, in the form of asking for something and giving instructions related to the job, (3) understand the meaning of interpersonal and transactional written texts, both formally and informally, in the form of listening to expression of asking for something and giving instructions related to the job, and (4) express the meaning of interpersonal and transactional in the written form, both formally and informally, in the form of asking for something and giving instructions related to the job. Since the focus on this study is the reading skills, students majoring in *Teknik Kendaraan Ringan* are expected to be able to understand the request and/or

instructions in the written form, such as the notes or directions from their colleagues or service supervisor.

## **2.4 Needs Analysis**

Need analysis is needed to be done by the teachers before designing a course and selecting materials. It is because teachers have to know exactly what their students needs. Needs analysis has been a focus both in English for Specific Purposes (ESP) and General English, but there is a difference. While ESP courses focus more on specific and immediate needs of the learners, General English courses may not focus on specific needs of the learners as learners at that stage may not be able to specify their contexts of using language (Pradhan, 2013). Hutchinson and Waters (1987) also stated that “what distinguishes ESP from General English is not the existence of a need, but rather an awareness of the need.”

According to Hutchinson and Waters (1987), there are two needs to be analyzed in needs analyses, which are, target needs and learning needs. There is a basic distinction between ‘target needs’ and ‘learning needs’. Target needs refer to what the learner needs to do in the target situation whereas the learning needs refer to what the learner needs to do in order to learn (p.54). Further, they divided target needs into three sections, which are necessities, lacks, and wants (p. 55). Necessities refer to what the learner has to know in order to function effectively in the target situation. Lacks refer to the gap between the learner’s existing proficiency (background knowledge) and the target proficiency. Wants refer to

what the learner actually wants to learn or what they feel they need (p. 55-58). In brief, lacks as the starting point, the necessities as the destination, and wants refer to what the destination should be. Target needs concern on why is the language needed, how will the language be used, what will the content areas be, who will the learner use the language with, where will the language be used, and where will the language be used (p. 59-60). Hutchinson and Waters (1987) also explain about a number of ways to gather information about target needs. The mostly used are questionnaires, interviews, observation, data collection (for example gathering texts), and informal consultations with sponsors, learners, and others. The point of the analysis of target situation needs is by asking questions about the target situation and the attitudes towards the various situation that the learner will face. The learning need can be drawn as a route of learning. This concerns on how learners learn the language, why they learn it, what resources are available to help them to learn, who the learners are, and where will the ESP course take place (pp.62-63).

As has already stated before, teachers need to do needs analysis first before the class started. The teachers need to analyze the reason why the students learn the language and also what the students need in order to perform better in the target situation, for vocational school students in their future workplaces. As Hutchinson and Waters (1987) suggested, the teachers can conduct an interviews, observations, distributing questionnaires, or collecting data to gather the information about their students learning needs. Nevertheless, the teachers should no forget that the materials designed based on the students needs have to based on

the English curriculum. Here, the role of ESP teacher as the collaborator, the course designer, and materials provider is indispensable because they have to select and collect the appropriate and relevant material in order to make the learning process runs effectively. In addition, the English teachers may collaborate with the productive teachers to make the learning materials be more relevant to the students' needs. Relevant materials that provided by the teachers affect to the students readiness in their future workplaces. By giving those materials, students are expected to perform better and can survive in the workplaces.

## **2.5 The Nature of Reading**

Reading is one of the skills that need to be mastered by the students, in this study are *Teknik Kendaraan Ringan* students. They may learn to read in English as a school subject and later will be used in the future workplaces. Liu (2010) stated that reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Koda (2007) also stated that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known. It means that background knowledge plays an important role in reading comprehension. Reading comprehension is a combination of information input, appropriate processes, and the information we have already know. Reading deals with the students' understanding to the written information.

It is because a good reader should have a good comprehension about what information that he/she has read.

The needs to read may be different depend on the context and the goals of the reader. These differences makes some types of reading. As Grabe (2009) stated in *Reading in a Second Language*, there are six major types of reading based on the purposes:

- (1) Reading to search for information (scanning and skimming),
- (2) reading for quick understanding (skimming),
- (3) reading to learn,
- (4) reading to intergrate information,
- (5) reading to evaluate, critique, and use information,
- and (6) reading for general comprehension.

For students majoring in *Teknik Kendaraan Ringan*, they need to master reading to learn and reading to intergrate information in order to work better in the workplaces. Grabe (2009) stated that reading to learn is often carried out in academic and professional settings and occurs when the information in a text is defined as important. Important means that the particular information will be used later for some tasks or may be needed in the future. *Teknik Kendaraan Ringan* students may face the situation when they need to collect the information from some notes, written instructions, and several parts of manual book to finish their job in the workplaces.

After having all those explanations above about what reading is, it can be concluded that reading is what the readers get from the written information to what they have already know about that specific information. Therefore, each reader can understand the written text differently because they may have different background knowledge about what they read.

### 2.5.1 Reading Needs

Students majoring in *Teknik Kendaraan Ringan* need to master specific English related to their future workplaces. They will deal with servicing, repairing, and maintaining. Those activities may be done well if they really understand what exactly they should do. Because this study focuses on reading, the students majoring in *Teknik Kendaraan Ringan* need to deal with reading activities in the workplaces, such as in the workshop or autoshop. They may meet the situation where they are asked to understand the information from texts or written instructions before being able repair or service something. The writer had conducted an interview to *Teknik Kendaraan Ringan* students in order to find out what were taught in productive subject. The results of the interview will be used by the writer with the aims to analyze what materials are the students need to learn in English class.

From the interview, the writer knows that students majoring in *Teknik Kendaraan Ringan* may deal with the manual book and Standar Operatinal Procedure which is written in English. They also may deal with the notes or even written instruction from their colleagues or service advisor when they are working. *Teknik Kendaraan Ringan* students have to able to read and understand all the written information or instruction because they might face the situation where they need to understand written instruction or written information in the workshop or autoshop. Therefore, during the English class, the teachers can design the material which is related to the productive subject, so the students will

get specific reading materials according to their major in order to prepare them be ready for the real situation that they may face in their future workplaces.

### **2.5.2 Reading Materials**

Choosing the learning materials is not an easy task to do. There some aspects that teachers must be aware of before they select the specific material for their students. Teachers should realize whether the level of the material is appropriate to the students, the activities is meaningful, or the material helpful for the students to reach the learning objectives. In this study, it is possible for students majoring in *Teknik Kendaraan Ringan* to learn English by using authentic materials. In addition, besides those aspects above, the materials also should meet the students' needs and interests. Teacher must be aware of the fact that if the students are given the materials or topics which are not appealing for them or not relevant to their needs, then the effective reading comprehension will not take place.

Another important aspect is that the learning materials should be authentic materials. Peacock (1997) defines authentic materials as the materials that have been produced to fulfill some social purposes in the language community. Authentic materials can be described as the materials that contain the language that replicates its used in the real world. It means that the teacher as the material selector and the course designer should not have to simplify the materials, in this case the reading materials, even if the teachers' intention is to help the students to be able to read easier. It is because if the teacher simplify the reading materials,

for example the texts, the students will not get used to the real world materials. If the students are not trained in the class to face this kind of texts, they will not be ready and will find difficulties when facing different kinds of texts for the first time in their future workplaces and have no idea about what they have to do with it. As Rifers (1968) stated, simplified texts are not necessarily easier to read; the standard 'simplification' process often destroys useful references and alters the author's intended meaning.

According to Tomlinson (2011), an authentic text means that a text which is not written or spoken for language-teaching purposes. A newspaper article, a song, a fairy story, and an instructions on how to play a game are examples of authentic texts. For students majoring in *Teknik Kendaraan Ringan*, they are supposed to be able to read particular texts, such as notes, letters/emails, memos, reports, schedules, labels, signs, announcements, forms, applications, manual, directions, etc. They will meet those kinds of materials, for example in the manual books or Standar Operational Procedures when they are working in their future workplaces.

Ugalde (2007) said that having a variety of authentic texts that are interesting enough will make the students would like to read them even in their native language and then result in pleasure reading. It will lead to meaningful learning. Meaningful learning will occur when the students can relate new information with the old knowledge they have already known.



Beside consider all the aspects mentioned above, in designing or adapting the reading materials, the teachers should know what micro and macro skills that will be included. As stated by Brown (2004), the micro skills of reading are:

(1) discriminate among the distinctive graphemes and orthographic patterns of English, (2) retain chunks of language of different lengths in short-term memory, (3) process writing at an efficient rate of speed to suit the purpose, (4) recognize a core of words, and interpret word order patterns and their significance, (5) recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms, (6) recognize that a particular meaning may be expressed in different grammatical forms, (7) recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses (p. 187).

And macro skills of reading are:

(1) recognize the rhetorical forms of written discourse and their significance for interpretation, (2) recognize the communicative functions of written texts, according to form and purpose, (3) infer context that is not explicit by using background knowledge, (4) infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (5) distinguish between literal and implied meanings, (6) detect culturally specific references and interpret them in a context of the appropriate cultural schemata, (7) develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts (p. 188).

For students majoring in *Teknik Kendaraan Ringan*, the micro and macro skills should be included in the materials given in order to make them be able to recognize grammatical word classes, know a particular meaning of words, do scanning and skimming techniques, and guess the meaning of words from the context.

## 2.6 Previous Related Study

The study about needs analysis had even been conducted by these following researchers. Alhusna (2014) conducted a study focused on students speaking skills and the speaking materials in the vocational school majoring in Food and Nutrition. She found that the most of the students need to speak more in the classroom, but the the teacher taught speaking less than the other skills. She also found that all the speaking materials given by the teachers were mostly general since the syllabus itself was made for all majors in vocational high school. So, the speaking materials given are still not relevant to the students' needs. Ike Pertiwi (2014) conducted a study focused on English learning materials and its relevance to cosmetology (*tata rias*) students needs' in UNJ. She found that for cosmetology students, speaking skill is more important than other skills, and both specific and general English are very important for them to be learnt. She also found that the book used by the students was not matched to the needs of cosmetology students, since since it was designed for secondary school. Nur Eka (2014) did needs analysis to vocational school students majoring in fashion to find out the relevance between the students' reading material and the reading materials. She found that fashion students needed English for understanding written information. She also evaluated the textbook that were used the most by the teachers. It was found that the textbook was relevant to English basic competence. From seven basic competences, the textbook provided materials that referred to those basic competences. Unfortunately, it didn't contain written texts materials needed by fashion students.

The writer focuses on analyzing the reading materials as the object of this study. The writer does needs analysis to the respondents, which are, *Teknik Kendaraan Ringan* students, the English teachers and also the practitioners. It has the purpose to find out what students' reading needs are and what the reading materials given.

## **2.7 Conceptual Framework**

Conceptual framework is attained based on the theories discuss above. *Teknik Kendaraan Ringan* is one of the automotive majors under the Technological and Industrial field in vocational school in Indonesia. This program has the purpose to lead the students to be the high-skilled workers to face the world of work. Students of *Teknik Kendaraan Ringan* majors are expected to be able to master the specific English, which is the kind of English that they will meet and use in their future workplaces. Nowadays, students majoring in *Teknik Kendaraan Ringan* need to have the ability to understand and also communicate using English in order to compete and may be able to survive in their future workplaces. Particularly, they are supposed to be able to read and understand the information or instruction written in English. In order to achieve that, they should be given the appropriate reading materials since they are in the vocational school. Their English teachers should know what materials are the most appropriate and relevant for what the students really need. Therefore, teachers have to conduct a needs analysis before selecting and designing the materials for the students in order to make the English lesson fit with the students' needs.

As suggested by Hutchinson and Waters (1987), the tool that could be referred to be used to investigate the students' target needs is the need analysis. In this study, the writer conducted the need analysis by Hutchinson and Waters (1987) that comprises of necessities, lacks, and wants in order to find the *Teknik Kendaraan Ringan* students needs. Further, as the focus of this study is reading, the writer investigate what the students' English reading needs, what English reading materials that was given by the English teacher, and how relevant are the English reading materials to the students' English reading needs.