

CHAPTER 2

LITERATURE REVIEW

This chapter provides the information about theories of English for specific purposes, English for *Jasa Boga*, needs analysis, the nature of reading, reading materials, reading topics, reading activities, English language components, previous study, the relevance, and conceptual framework.

2.1 English for Specific Purposes

Chang (2009) and Tsao (2011) (as cited in Lin, Wu, and Huang, 2013, p.1) stated that ESP teachers should provide the materials which suitable with their specific needs, and also should fulfill the requirement of English not only in academic context but also the vocational context. Furthermore, Robinson (1991, p.3) defined that the key criteria of ESP is goal-directed. As the goal of vocational high school which prepared students to be work ready, the learning situation and learning materials should be represented to students' work situation in the future. ESP developed from needs analysis which aimed to find out what the students' needs, so that the English teachers could prepare the materials relevant to the major. This aimed that the students were ready to compete with other workers and they can survive in their career.

Dudley-Evans and John (1998, p.4) stated that there are three characteristics of ESP; it is designed to meet learners' specific needs, it makes use

of the underlying methodology and activities of the disciplines it serves, and it is centred on the language, skills, discourse and genres appropriate to these activities. From those characteristics, vocational high schools are suitable with the characteristics of English for specific purposes to be implemented. English teachers in vocational high schools have more important role, not only teaching based on the materials in the textbooks, but also designing what topics and activities appropriate for the students. Since there are many branches of ESP, the learning materials needed by the students must be differentiated according to the major. Vocational high school students will practice in the real work situation by conducting *PKL*. As a specific approach to language teaching, ESP requires that all decisions as to content and method be based on the learner's reason for learning (Hutchinson and Waters, 1987, p.19).

Based on the discussion above, it can be concluded that vocational high school students are more ready to face their future work life if they are taught English materials which suitable with their major. It is in line with Browne (2011) who said that the English education of vocational high schools should be narrowed from general English materials to ESP materials.

2.2 English for *Jasa Boga*

Jasa Boga is a part of the tourism department. According to Law of Ministry of Education No. 22 of 2006, Tourism majors has 7 sub majors which are *Usaha Perjalanan Wisata*, *Akomodasi Perhotelan*, *Jasa Boga*, *Patiseri*,

Kecantikan Kulit, Kecantikan Rambut, and Tata Busana. The *Jasa Boga* students should be able to communicate and understand the terms related to the major in English since they might face their customers and colleagues not only from Indonesia but also from abroad. The perspective jobs of *Jasa Boga* are chef and waiter/waitress.

There is *Standar Kompetensi Kerja Nasional Indonesia (SKKNI)* for *Sektor Pariwisata Bidang Jasa Boga* in *Keputusan Menteri Tenaga Kerja dan Transmigrasi RI nomor 125 tahun 2011* which stated that *Jasa Boga* students should be able to read kinds of food ingredients, kinds of cooking utensils, kinds of menu, how to serve the food, how to store the food, how to pack the food and other things related to *Jasa Boga*.

According to the English teachers of *Jasa Boga*, the students did not have chance to explore their skills in learning English since most of the lesson time in the fourteen schools is only two hour lesson; it is equal with 90 minutes. Moreover, the English textbooks given by the government used by *Jasa Boga* students are same as senior high schools students. Vocational high school has its own specific term so the materials in the textbooks should be related to each major.

In this era, the information are mostly written or spoken in English. Some students said that when they conducted *PKL* in a hotel or restaurant, the ability to communicate and understand the written information with English was needed since the hotel or the restaurant used English as their standard. Moreover, the

employees like chef or manager are commonly from abroad so the capability of using English is needed.

2.3 Needs Analysis

One of the most common problems of teaching vocational high schools is matching the materials to the needs of the students. Nation and Macalister (2010, p. 198) defined needs analysis involves looking at what the learners know now, what they need to know by the end of the course, and what they want to know. So, the teachers cannot only give materials provided in the textbook, they should give what the students' materials needed for their future career. That is why the result of needs analysis is needed so that the students can be equipped materials needed by the industries.

In examining students' needs, the teachers should understand the target situation would be like and what learning process would be conducted. Hutchinson and Waters (1987, p.54) divided needs into two parts to analyze needs analysis: target needs and learning needs. Target needs deal with what the students need to do with the target situation. They also divided target needs into three types: necessities, lacks (the difference between necessity and what the learner already knows), and wants. In necessities, the analysis of needs is focused on the demand in the target situation, while in lacks, the analysis of needs is based on what the learners have known to decide which of the necessities the students lacks, and wants is students opinion of what they actually want to learn or what

they feel they need. However, the learning needs are what the learners need to do in order to learn. In this case, the role of ESP teachers 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.

Richards (2001, p. 33) stated that students' needs are described in terms of performance which is what the students will be able to do with the language at the end of a course of a study. Whereas in general English course the goal is usually an overall mastery of the language that can be tested in a global language test, while the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks. Furthermore, Richards (2001, p.60) stated that to gain information of students' needs, it can be used questionnaires, interviews, meetings, observation, and collecting learner language samples. The teachers should be more aware with the materials taught to the students. They should not give irrelevant materials to the students since it will be useless for the students and it is only wasting the learning time.

2.4 Nature of Reading

Reading is a process constructing meaning, receiving and interpreting information from written text. Reading also can be said as a process of the brain where the readers look at symbols on a page, and their mind sees the patterns of characters and understands the meaning in them. In reading, there are many purposes and strategies that can be used according the readers' need. Grabe (2009,

p.8) found that there are six academic purposes of reading: reading to search for information (scanning and skimming); reading for quick understanding (skimming); reading to learn; reading to integrate information; reading to evaluate, critique, and use information; and reading for comprehension. Ashby and Rayner (2006, p.52) stated that understanding what skilled readers do when they read is important in reading for education. The students will be easier to find out what they look for in the texts if they know what purposes of academic reading they used. Koda (2005, p.4) defined that students can be said comprehend in reading if the students can integrate various information from the texts, and then they combine it with what they have already known. When the students are reading, they not only get new information or knowledge but also they learn new vocabularies that may be unfamiliar words for them and they also learn about grammar. If they pay attention to those parts, they will not lack of vocabulary and grammar.

2.5 Reading Materials

Tomlinson (2008, p.4) explained that materials not only should provide the text or language but the materials should also include activities which help students to notice for themselves salient features of the texts. Furthermore, Kolb (1984, in Tomlinson 2008, p.5) stated that the materials should be followed by comprehension, and therefore the activities can be used in engaging students' response to the meaning of the text. It can be concluded that the meaning of

materials is not only focused on the topics of the text, but also the activities used that help the students in understanding the meaning of the text.

Vocational high schools students should be taught by using authentic materials. Lee (1995) stated that authentic materials should be suitable with the content, compatible with course objective, and exploitable. As the main problem of vocational schools, the authentic materials do not provided as much as needed. That is why vocational teachers should be more creative to find the authentic materials from other sources. Similar with Lee, Rogers (1998, p.467) stated that authentic materials should be appropriate to the goals, objectives, learner needs and interest; and also natural in terms of real life and meaningful communication. When teaching reading, the teachers should be well prepared everything related to the major. If the topic of the materials is general English, the teachers should give the authentic materials to the students. So the students still get input which relate to their needs.

2.6 Reading Topics for *Jasa Boga*

In *Jasa Boga* major, the students should be able to master English which the terms are relevant to the major. The *Jasa Boga* students deal with cooking, measuring, handling customers, and making recipe/menu. The students also need to understand about Standard Operational Procedure and instructions related to their job. The students are also supposed to be able to read job-related texts. Brown (2004, p.186) describes the example of job-related reading such as

messages, letters/emails, memos, reports, schedules, labels, signs, announcements, and manual. The students might face the situation when they should understand the written instructions or information. The following are the students' reading needs based on the analysis of the materials taught in productive subject. *Jasa Boga* students might deal with texts of how managing and preparing food, storing the food ingredients, processing the food, serving food, serving room service, etc. The English teacher should know what materials that the students' need to learn from the productive subject.

2.7 Reading Activities

In designing materials, the teachers also should design what activities that could help the students in understanding the text. Reading skills are assumed as reading activities since the reading skills are used to make sure that the students understand the meaning of the text. Brown (2004, p.187) explained 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.

Jordan (1997, as cited in Rahman, 2012, p.9) defined the reading skills and sub-skills for academic reading aspect are prediction, skimming (reading quickly for the main idea or gist), scanning (reading quickly for a specific piece of information), distinguishing between factual and non-factual information, distinguishing between important and less important items, distinguishing between relevant and irrelevant information, drawing inferences and conclusions, guessing meaning of unfamiliar words, understanding graphic presentation, and understanding text organization. Blanchard and Root (2005) stated that there were five reading skills; they were identifying subject matter/topic, identifying main ideas, identifying supporting details, distinguishing facts from opinions, and recognizing sequence in sentences.

Based on those explanations of macro and micro reading, reading skills, and reading sub skills, the writer defined that reading activities should be followed by skimming, scanning, identifying discourse marker, identifying main idea and supporting idea, guessing meaning, identifying genre of the text.

2.8 Language Components in Reading

When learning language skills, the students need to learn the language components, such as grammar and vocabulary. In reading materials, grammar and vocabulary were the most language components occurred in the reading text. By

understanding the grammar and vocabulary, the students can understand well the language, and also make the learners can produce the language appropriately.

2.8.1 Grammar

In learning foreign language, grammar has an important role to show what the learners are going to tell to the others. Coghill and Magedanz (2003, p.16) defined grammar of a language is the set of rules that govern its structure which determines how words are arranged to form meaningful units. Learning foreign language means that the learners should understand well what kinds of sentence that they should use to show their purpose. Furthermore, Swan (2005, p.19) stated that grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. By using the appropriate grammar, the other people can understand easily what the learners meant.

In understanding grammar, there were some topics that should be learnt such as tenses, modal auxiliary, conditional sentences, active and passive voice, gerund and to-infinitive, objective pronoun and possessive pronoun, singular and plural, countable and uncountable nouns, preposition, degree of comparison (comparative and superlative), imperative, question tag, compound sentence, complex sentence, and direct and indirect speech. For checking students' understanding of grammar, there were some activities that can be conducted such as error recognition, using appropriate tenses based on the situation and subject, choosing the correct verbs according to the tenses, changing sentence form, and arranging jumbled words. The words or sentences used in the grammar should be related to *Jasa Boga*.

2.8.2 Vocabulary

Colorado (2007) stated that knowing vocabulary words is key to reading comprehension. Increasing vocabulary is useful to make the students have much idea when they want to write. Stanovich (1986 as cited in Grabe, 2009, p.266) argued that “reading and vocabulary have a reciprocal causal relation that vocabulary growth leads to improved reading comprehension and amount of reading leads to vocabulary growth”. To get much vocabulary, the students need to read written information/text. By having much vocabulary, the students can express their idea precisely and can comprehend the reading materials. However, if the students cannot recognize the meaning of word used in the written form, they cannot understand well the content of the text or the written information.

In this case, the vocabularies taught to the students should be related to the students’ major. The students needed to get vocabularies such as food ingredients, text related to the major, instructions to store food ingredients, instructions for using cooking utensils, etc. They used those vocabularies in the future when they work since it suitable with their major.

In vocabularies topics, the students needed to learn about kinds of food ingredients; kinds of cooking tools; noun, verb, adjective, and adverb related to the major; amount of quantity; suffix and prefix. For checking students’ understanding of vocabularies, the teachers can conduct activities such as matching the words with the meaning, filling the missing sentences, guessing meaning, finding antonym and synonym, and translating the unfamiliar words.

2.9 Previous Study

Studies of needs analysis have been conducted by some writers. Solikhah (2014) did an investigation of needs analysis to fashion vocational school students. She found that the textbooks mostly used by the teachers, *Get Along with English*, were not suitable with fashion major since the textbooks consisted of English materials for vocational schools in general. So the reading materials needed by the students were limited. It was relevant to seven English basic competences for eleventh grade of vocational high school students and could be used to help the students to pass their mid and final test, but specific reading materials related to fashion were not provided in the textbook.

In line with Solikhah, Hartanti (2013) in her study the relevance of English learning materials given to the needs of *Jasa Boga* students in Jakarta, found that the textbooks used by the teachers and students might support the students needs in passing National Examination. However, the content of the textbooks did not match with the needs of *Jasa Boga* students since the texts provided were general which can be used for any majors in vocational high schools. The teachers also provided the supplementary materials which more relevant for *Jasa Boga* students in order to minimize students' difficulties in the work situations.

Based on those two previous studies, it can be concluded that materials taught to tourism department was not suitable with the industries needed. This study focused on the reading materials (reading topics and reading activities), and

two language components related to reading; grammar and vocabulary as the object to be examined. To find out relevance of reading, analyzing what *Jasa Boga* students' reading needs and what reading materials taught should be done first that conducted to the students of *Jasa Boga*, English teachers and practitioners in order to find out the relevance of the reading materials to the needs.

2.10 The Relevance

According to Cambridge Advance Learners' Dictionary, relevant is correct or suitable for a particular purpose. In this study, the relevant of reading materials to the reading needs was seen from the result of the students', teachers', and practitioners' answers from the questionnaires and interviews. If the percentage of reading materials taught to the reading needs only showed a little gap, it can be considered that the teachers almost taught the reading needs. Furthermore, if the percentage of the reading materials taught were higher than the reading materials needed, therefore it is considered as completely relevant.

2.11 Conceptual Framework

Conceptual framework is achieved based on the theories discuss above. *Jasa Boga* is a part of tourism department in vocational high schools. As vocational schools students, they should be able to master the English needed of

Jasa Boga industries both theory and practice. The theories can be got as long as teaching and learning process in the school. Then, the result of the theories should be implemented when they conducting *Praktek Kerja Lapangan* in *Jasa Boga* industries such as at restaurant, cafe, and hotel. The students should be taught by the reading materials needed relevant to their major. In this study, the students' reading needs seen as the topics and activities needed that related to the students' future workplace. Moreover, this study also analyzed the language components related to reading; grammar and vocabulary. If the students are taught the reading materials, grammar, and vocabulary related to *Jasa Boga*, it can make them ready to compete with other workers and also make them survive in their career.

The existing of English has been the most important language used by all people. Nowadays, mostly the requirement of jobs stated that the applicant should be able to communicate with English. The study of the relevance of reading needs is needed for vocational schools, not only for students but also the teachers and book writers. If the reading materials are provided based on each major of vocational school, the students do not have to feel anxious to face their future career since they are capable to compete.

Results of reading materials which consisted of topics taught and activities conducted to *Jasa Boga* students are matched with the reading needs of topics and activities. If the percentage of the reading materials and the reading needs only showed a little gap, it can be considered that the reading materials taught can fulfill the needs of the students. This framework is designed in order to answer the

research questions about the reading needs, the reading materials taught, and its relevance.