CHAPTER II

LITERATURE REVIEW

Theoretical review is discussed in this chapter. The theoretical review exposed about syllabus, learning material used in teaching here is underlined to the textbook, goals/objectives. In this chapter also discussed about the relevance studies related to this studies.

A. Theoretical Review

A. 1 Learning Opportunities

Crabbe (2003, p.10) stated that a curriculum is an organization of learning opportunities, or means, for achieving certain outcomes, or ends. Moreover, he stated that learning opportunity is used to refer to access to favorable learning conditions, whether access to learning in general (as in educational opportunity) or, in the sense adopted here, access to specific conditions, such as those required for language learning (2003, p.18). And, he also stated that an opportunity for L2 learning defined as access to any activity that is likely to lead to an increase in language knowledge or skill (2003, p.18). Allwright (2005, p.9) stated that learning opportunity is a unit of analysis with major implications for planning.

Opportunities to develop skills can be provided by doing observation of experienced teachers, observation of training videos, short theory courses, practice teaching under the supervision of experienced teachers, working with a mentor teacher (Richards, p.211)

A. 2 Learning Materials

Green stated that it is suggested that learning materials facilitate the learning process and encompass more than merely textbooks. Technique and tasks of any systematic description to be given in teaching and learning are considered as materials (Brown, 1995, p.139). Tomlinson (2003, p.2) described materials as anything to ease the learning of language. English Business Correspondence is one of the English subjects given in Politeknik LP3I Jakarta Kampus Depok. The institution provides a syllabus and a textbook to be taught.

Creating materials means adopting, developing and adapting materials (Brown, 1995, p.139). Approaches and syllabuses are terms to be considered in language programs before trying to adopt, develop, or adapt materials (Brown, 1995, p.140). Decide types of materials being wanted, any types of materials used should be proven beneficial, concern in making kinds of review/evaluation procedures, make a regular review to make sure that the adopted materials stay relevant to

the needs and the possibility of program changing are four things in adopting materials proposed by Brown.

Tomlinson (1999), Penaflorida (1995), Nunan (1988) had 6 (six) principles of materials design: (1) material should be clearly linked to the curriculum they serve, (2) be authentic in terms of text and task, (3) stimulate interaction, (4) allow learners to focus on format aspects of language, (5) encourage learners to develop learning skills, and skills in learning, (6) encourage learners to apply their developing skills to world beyond the classroom.

Learning materials as part of the sources to support the teaching and learning activities. Learning materials facilitate the learning process. Learning materials help not only teachers but also students so that learning materials takes important role in teaching and learning process. There are some learning materials. Here are kinds of materials proposed by Richards (2001, p.251)

1. Printed materials. Books, workbooks, worksheets or readers are called as printed materials

2. Non print materials. Cassette or audio materials, videos, or computer-based materials refer to non print materials

3. Comprised materials of printed and non print materials. Materials combine from print and non print sources like self-

access materials and materials on the internet are part of the comprised materials of printed and non print materials

Cunningsworth (1995, p.7) proposed the role of materials in language teaching as: a resource for presentation material (spoken and written), for self-directed learning or self-access work; a source of activities for learner practice and communicative interaction, stimulation and ideas for classroom language activities; a source for learners on grammar, vocabulary, pronunciation, etc.; a syllabus (where they reflect learning objectives which have already been determined); and a support for less experienced teachers who have yet to gain in confidence. Materials play an important part in creating opportunities for students to work cooperatively.

Richard (2002, p.39) curriculum is all those activities in which children engage under the auspices of the school. He also stated that it is not only what pupils learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

From communicative perspective, there are 4 (four) roles of the materials based on Nunan (2001, p.90) under guidance of the kind provided here, the student can proceed at his or her own speed, benefiting from the chance to work privately; students learn a lot by working together in groups to solve a problem or make a decision; the

student must be trained adequately in all four basic language skills: understanding, speaking, reading and writing; images is ideally suited for use by beginning students in a multi-level classroom, or for independent practice and study in the language lab or home.

A. 3. Textbook

According to Richards (2002, p.254) textbook are used in different ways in language programs. He also stated that without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. He also stated that in deciding the role of commercial textbook in a program should be evaluated carefully because it will affect the program, teachers and the learners. What is called as course book indicated aims and objectives which lies in the contents pages, or 'contents map' (Cunningsworth, 2008, p.18).

Haines (as cited in Richard, 2002, p.254) exposed the different characteristics between past and current trends in English language textbooks. In the past, English language textbooks are author and academic centered; uncertain global market; European focus; sell what is published; culture and methodology of origin; English for its own sake; UK/US publisher dominance; native speaker expertise; culturally

insensitive; low risk/competition; little design; artificial texts and tasks; single-volume titles. Whereas the current time, English language textbooks are market led; specific fragmented markets; Pacific Rim/Latin American focus; international or local culture; indigenous learning situations; English for specific purposes; rise in local publishing; nonnative speaker competence; culturally sensitive; high risk/competition; design rich; authenticity; multi component/multimedia.

Meanwhile, Richard (2002, p.254) also proposed the advantages and disadvantages of using the commercial textbooks. The advantages of using the commercial textbooks are: provided with the structure and a syllabus for a program, used standardize instruction, maintained the quality, provided a variety of learning resources, efficient, can provide effective language models and input, can train the teachers, and visually appealing. Whereas the disadvantages of using the commercial textbooks, it may contain inauthentic language, may distort content, may not reflect students' needs, can deskill teachers, and expensive.

In a textbook consisted of text and task. A text is any stretch of language which is held together cohesively through meaning (Feez, 2002, p.4). Ur (2012, p.28) defined text as a piece of writing or speech which we use for language learning. He stated that text consists of intensive and extensive. Intensive text is text that is not only understood

but also studied in detail for the language that can be learnt from it. Whereas, extensive text is read or heard for pleasure and/or information but not studied in detail.

Task are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996, p.23). He stated that all task should have an outcome. According to Ur (2009, p.123) a task is essentially goal-oriented: it requires the group, or pair, to achieve an objective that is usually expressed by an observable result, such as brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary. Moreover, Long (1985, in Nunan, 2001, p.7) stated that a task is a piece of work undertaken for oneself or for others, freely or for some reward.

Nunan (2001, p.41) distinguished task into real-world task and pedagogic task. However, learners might not want to carry out pedagogic task to the real world because involvement in the tasks will provide them with skills for those real world tasks which are difficult to predict in advance, or which are not feasible to practice in class.

Figure 2.1. Component of task (Nunan, 2001, p.48)
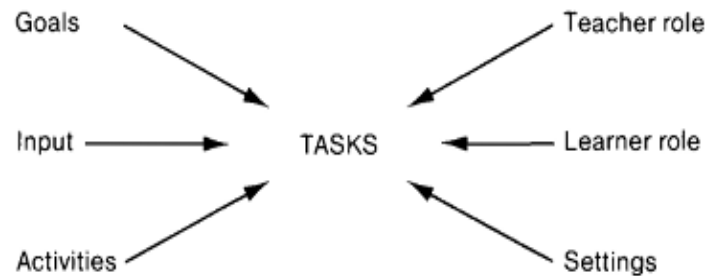
A framework for analysing communicative tasks

There are three components to analyze the majority of learning tasks: goals, input and activities (Nunan, 2001, p.48). Willis (1996, p.26) proposed six types of task as listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. Willis (1996, p.28) divided task into closed task and open task. Closed tasks are ones that are highly structured and have very specific goals. And open tasks are ones that are more loosely structured, with a less specific goal.

Ellis in Harwood (2010, p.47) stated that structured-input activities area an integral part of an approach to grammar teaching known as Processing Instruction. Ellis proposed principles of designing structured-input activities (in Harwood, 2010, p.46) as (1) the stimulus can take the form of spoken or written input; (2) the response can take various forms but in each case the response will be completely nonverbal or minimally

verbal; (3) the activities in the task can be sequenced to require first attention to meaning, then noticing the form and function of the grammatical structures, and finally error identification; (4) learners should have the opportunity to make some kind of personal response; (5) learners need to be made aware of common errors involving the target structure as well as correct usage; (6) structured-input tasks require the provision of immediate and explicit feedback on learners' responses to the input.

A. 4 Learning Target

Brown (2007, p.7) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is an active, constructive, contextual process (O'Brien, 2008, p.4). According to Gredler (2009, p.127) transfer of learning, "how-to-learn" skills, and problem solving are cognitive processes that often are the focus of instruction.

In learning activities, there were spoken language and written language. Halliday (1990, p.92) stated that language is more important that either spoken language or written language. According to Brown (2004, p.163) tasks on spoken English are designed to elicit oral production in various discourse categories rather than in selected

phonological, grammatical, or lexical targets. Moreover, he proposed content specifications for the Test Spoke Language (TSE) represent the discourse and pragmatic contexts assessed in each administration as: describe something physical; narrate from presented material; summarize information of the speaker's own choice; give directions based on visual materials; give instructions; give and opinion; support an opinion; compare/contrast; hypothesize; function "interactively"; define.

Figure 2.2. Genres of writing (Brown, 2004, p.219)

1. **Academic writing**
   papers and general subject reports
   essays, compositions
   academically focused journals
   short-answer test responses
   technical reports (e.g., lab reports)
   theses, dissertations

2. **Job-related writing**
   messages (e.g., phone messages)
   letters/emails
   memos (e.g., interoffice)
   reports (e.g., job evaluations, project reports)
   schedules, labels, signs
   advertisements, announcements
   manuals

3. **Personal writing**
   letters, emails, greeting cards, invitations
   messages, notes
   calendar entries, shopping lists, reminders
   financial documents (e.g., checks, tax forms, loan applications)
   forms, questionnaires, medical reports, immigration documents
   diaries, personal journals
   fiction (e.g., short stories, poetry)

Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures (Brown, 2004, p.218). Whereas, Halliday (1990, p.40) stated that writing evolves to serve new functions of language in society.

According to Richterich and Wilkins (as cited in White, 1988, p.86) a person who learn a foreign language has only a vague idea, and if there is any, it would be for future needs. Instructional goals and objectives are sometimes stated in terms of action to be taken (Miller, 2009, p.50). Furthermore, he stated that it is important to keep in mind it should be concerned with the products of learning rather than process of leaning when viewing instructional objectives in terms of learning outcomes (2009, p.51).

There are types of learning outcomes known as Taxonomy (Bloom, 1956, p.18) Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Then Miller et all (2009, p.54) presented as Knowledge, Understanding, Application, Thinking Skills, General Skills, Attitudes, Interests, Appreciations, and Adjustments.

The components of curriculum (Akker, 2006, p.68) are aims and objectives, content, learning activities, teacher role, materials and resources, grouping, location, time, and assessment. Whereas, the

components of task (Nunan, 2001, p.46) are goals, input, activities, teachers' role and learners' role.

According to Manual of Classification of Learning Activities (2006, p.9) learning activities are any activities of an individual organized with the intention to improve his/her knowledge, skill and competence. Whereas, Lasater (2009, p.52) stated that learning activities are engaged in by the learner for the purpose of acquiring certain skills, concepts, or knowledge.

A. 5 Material Organization

Brown (1995, p.234) proposed the components of curriculum as needs, objectives, testing, materials, teaching, and evaluation. Syllabus is in a subordinate position to curriculum (White, 1988, p.4). It is defined as a list which covers all of the things to be taught in a classroom teaching (Ur, 2012, p.185). Brown (1995, p.141) stated that syllabus is a way of organizing the course and materials.

The material organization takes an important role in order to help the students to understand the purpose of the material given. It is also important to be confidence that the materials chosen are the best and the most appropriate available (Cunningsworth, 1995, p.8). Textbook that provide carefully chosen and sequenced questions and tasks can

help students reflect on, clarify, and explain their reasoning and ideas (Mahmood, 2009). Materials is one of resource that teachers can draw on in the class (Brown, 1995, p.139). He also stated that a number of different kinds of syllabuses are commonly found in current ESL courses and materials (p.141).

A. 6. Goals/Objectives

Harmer stated that the goal of language study is to increase knowledge of the language system so that the longer-term aim of improving productive and receptive skills can be achieved. Based on Taxonomy of Educational Objectives (in Miller et all, 2009, p.55), there are three major areas of objectives: Cognitive, Affective, Psychomotor. in selecting objectives there are some criteria proposed by Miller et al (2009, p.58) as whether the objectives include all important outcomes of the course, whether the objectives in harmony with the content standards of the state or district and with the general goals of the school, whether the objectives in harmony with sound principles of learning, and whether the objectives realistic in terms of the abilities of the students and the time and facilities available.

A. 7 Content Analysis

According to Cunningsworth (1995, p.9) analysis is more or less neutral, seeking information in a range of categories and provides the necessary data for the second stage on the process. According to Nueundrof (2002, p.1), content analysis is a systematic, objective, quantitative analysis of message characteristics. However, he also stated that content analysis is a qualitative even when certain characteristics of a text are converted into numbers. He explained that content analysis is a scientific tool to provide new insights, increase a researcher's understanding of particular phenomena, or to inform practical actions (2004, p.18). Janis in Neuendrof (2004, p.44) offers a classification of content analysis as follow:

1. Pragmatical content analysis: classify signs according to the probable causes or effects

2. Semantical content analysis: classify signs according to the meanings

3. Sign vehicle analysis: classify content according to the psychophysical properties of the signs

Measuring observed phenomena against standards is done to establish the kinds of phenomena they are (identifications), how good or

bad the phenomena are (evaluations), and how close the phenomena come to expectations (judgments)

A. 8 English Business Correspondence

English Business Correspondence is one of English subject given in Politeknik LP3I Jakarta Kampus Depok. This subject is delivered on the third semester to Administrasi Perkantoran major. This subject has a general objective to make the students able to write business correspondence.

Teaching materials, course description, and curriculum guidelines state the purpose of communicative competence (Savignon, 2002). Set questionnaires and/or interviews to know the needs and the preference of both students and institution, the language context that will be focused on, the categories of the language to be presented, the language skill and sub-skills to be focused on, the syllabus, the types of activities to be used, the page layout of worksheets and templates, the materials; use the materials; get feedback from students, teachers and institution/sponsors; review periodically are steps in preparing material proposed by Tomlinson (2013, p.316)

B.   Relevant Studies

Crabbe (2003, p.22) stated that learning opportunities is a term that is neutral as to who seeks or provides the opportunities, unlike terms such as *instruction* or *delivery*, and as to where those opportunities might be available (outside and inside the classroom). Learning opportunities of an in-house or mini conference is cost effective for the participants, speakers, and institution (Tipka, 2005, p.35). Byrd (2009, p.18) stated that cooperative learning could increase student interest due to the quick pace of cooperative tasks, improve critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context. Through Sudoku learners get the opportunities to play their way to competent, confident hypothesizing and concluding, provide a chance to appreciate and apply modals in a highly meaningful and enjoyable context (Ting, 2009, p.27).

Boraros and Nagy (2000, p.27) studied about the opportunities for achieving goals in a distance learning situation, in which teacher and student are separated and communicated using one or more media like CD-ROM, telephone, e-mail, web. Their study indicated that rare personal meetings only provided opportunity to convey some elements of professional socialization. Moreover, they stated that it is not possible to achieve the general educational aims because of the distance (2000, p.30). However, based on their study it was found that using multimedia materials the student can

experience more sense of achievement, more positive feedback because the tasks are fit for the abilities and the pace of progress can be necessarily slow. Furthermore, they stated that the quality of the material is the factor that stands in place of personal modelling, especially in professional education because the teaching material is the primary professional mediator so that it is the most important thing that shapes professional socialization (2000, p.33)