CHAPTER II

LITERATURE REVIEW

This chapter provides a brief review of English for Specific Purposes, English for Technician that consist of competency unit for *SMK* level, English for Specific Purposes in Vocational Education, Needs Analysis, The Needs for English in Vocational Education. In addition to that, this chapter also gives a brief summary about Syllabus, English Language Skills and Knowledge of Language, English Learning Material, and Graduated Competency Standard.

2.1 ENGLISH FOR SPECIFIC PURPOSES (ESP)

English for specific purpose *(ESP)* is one of the branches of knowledge in English Language Teaching*(ELT)*. As a part of English language teaching, *ESP* considered as the mostimportant thing in the development of language teaching. Hutchinson and Waters (1987) proposed three main factors of the emergence of *ESP*; the development in technology and commerce which demand specific needs in learning English, the growth of linguistic studies, and the educational psychology that influence motivation in learning. Those three factors confirmed that as the most important part in

language teaching, *ESP* was a phenomenon that grew up as the demand of the changing era and also the demands of education.

In the implementation of teaching and learning, *ESP* should not be seen as a product of learning but as an approach to language in which the purpose is to enable students to use the language in the target situation where they will use the language, hence it should be based on learner needs (Hutchinson and Waters, 1987). Similarly, Richards (2001:32) pointed out that as an approach, *ESP* should begin with an analysis of students' needs rather than analysis of language itself.So, it is not about how students learn the language but why they learn the language or what students need the language for.

It is important to put into consideration that people might have different motives in learning English especially students. They are likely to have different interest and needs in learning English. Thus, it is significant to use appropriate approach and learning materials to meet their needs. *ESP* will likely be the most suitable approach to meet the needs.However, to reach those needs is not a simple thing to be done. Thus, the process to design an *ESP* course should firstly carry on by identifying the target situation and then conducting an accurate analysis of the linguistic features of that situation (Hutchinson and Waters, 1987:12).

SMK is one of education institutions that really need the implementation of *ESP* in its language learning. It will support to reach the purpose of educational enforcement in vocational schools. As noted earlier that *SMKs'* students are prepared to face the world of work (*Undang-Undang Sisdiknas No.20 tahun 2003*). Therefore, under *ESP* in English teaching and learning, students will be equipped with appropriate English skills to be used in working world.

However, *ESP* then has its own branches in language teaching. Dudley-Evans and St. John(1999) as cited in Kim (2008) said that English for Specific Purposes might be categorized into two types; English for Academic Purpose (EAP) for students who want to improve their English for education, and English for Occupational Purpose (EOP) or it is also known as English for Vocational Purpose for students who learn English language for job-related skills. So, it becomes clear that in accordance with the purpose of educational enforcement of *SMK* in Indonesia, *EOP* or *EVP* will be suitable to be implemented in language teaching and learning activity as it emphasized on job-related skills.

2.1.1 English for Technician

It had been recognized that the growth of *ESP* was as result of the development of technology and commerce (Hutchinson and Waters, 1987). Computer and networking is part of technology that continues to evolve every time and it is mostly used English in its manual, instruction or even in the software program. Therefore, English is essentially needed for those who work in this sector.

Magniyah (2014) who conducted needs analysis on *ESP* in an *IT* company revealed that the IT company staff should have a good reading skill since most of the job of IT Company use English, for instance *IT* manuals, tutorials, software program, and even the system. Besides, clients and suppliers were not only come from Indonesia but also foreigners who were non-native English speakers that demand the IT staff to have a good communication skill in English.

The students of Computer and Networking (*TKJ)* study program is also prepared to work in the field of computer and technical support whose jobs is besides to supply technical support, a computer technician should also supply technical instruction and administration system to the customers and computer users (drafting team of *SKKNI*, Kuswadi,et al: 2006).According to Indonesian National Working Competency Standard (*Standar Kompetensi*

Kerja Nasional Indonesia/SKKNI) that prepared on the decision of the Labor and Transmigration Minister of Republic of Indonesia *No:KEP.272/ MEN/ VII/2006* about the decision of Indonesian National Working Competency Standard in the sector of communication and information sub-sector of the telematics field of computer technical support,there are many job positions in regard with computer and technical support. According to educational level, the alumni of SMK can be a computer and networking technician. It can be seen from the following table:

Table 2.1 Level of Expertise

LEVEL	LEVEL OF EDUCATION	LEVEL OF EXPERTISE
Level I~III	SMK (3 YEARS)	TECHNICIAN
Level IV~V	D1-D3	ENGINEER
Level VI	S1 or D4	SENIOR ENGINEER
Level VII-VIII	MASTER DEGREE (S2)	DIRECTOR/MANAGER (EXPERT)
Level IX	DOCTORAL (S3)	CREATOR (EXPERT)

From the table above, it is plain enough that the alumni of *TKJ* study program are supposed to be a computer and networking technician. Therefore, they should be equipped with proper English language competences that can support them as technician of computer and networking. The function of English itself will be very useful not only when

they deal with manual instruction of computer in which mostly is served in English Language but also when they are communicate with the customers which will probably from foreign company or non-native English speakers. Automatically English will become a chosen language to communicate. Another key fact that needs to be considered is the competency unit that the students of *TKJ* study program will have in working as technician.(*See Appendix).*

2.1.1.1 The competency unit of Computer technician for *SMK* level

Based on the level of expertise above, the alumni of SMK in this case is alumni of *TKJ* department can fulfill job as technicians level I up to level III. Specifically, the competency units that are recommended for *SMK*'s students based on*SKKNI* are adapted to the technical expertise for *SMK* level. (*See Appendix of Competency Unit).*

All of those competencies should be learnt by *TKJ* students as long as 3 years school in *SMK.*However, it still should be modified based on the school-based curriculum. In regards with English language teaching and learning, those competencies above can be also useful to determine appropriate materials that will fits with the students' needs that may support them in the world of work because one of the goals of the preparation of *SKKNI* is as reference for materials and curriculum development programs for

institution and educational institutions (drafting team of SKKNI, Kuswadi,et al: 2006).

The draft of *SKKNI* used in this study is the draft of competency unit for computer networking and administration system which is used to assist productive teacher in teaching productive subject besides using syllabus.

2.1.2 English for Specific Purposes in Vocational Education.

Many have suggested that the teaching ESP is necessary in vocational education. Lo (2012) investigated the ESP program for vocational high school students of tourism has found that by learning ESP, vocational high school students not only can strengthen their knowledge and skill but also increasing their language proficiency.

Despite the growing demand for English for Specific Purposes (ESP) instruction in Indonesia due to the growing industries involved both in products and services, ESP courses are still limited to learning specific lexicon and translating texts (Paniya, 2008). This could probably a result of narrow view in the area of the ESP. Teachers might think that due the specific attention to every vocation English learning materials should focus on the related with it, and this means that it is in the teaching of vocation-based vocabulary which is the answer to this demand. They do not realize that vocational school graduates require skills much wider than just content

knowledge of their vocation, but also skills in communication when they are at work. Moreover, under the continuing expansion in the international business communication, they are in great demand of the ability to communicate with English speaking business people because they are the ones who are going to communicate with (Giagnoni: 2010). This means that language courses for vocational curricula need to meet the real needs of people working in companies or institutions operating in international contexts.

Therefore, sufficient attention is of important to be drawn to the design of ESP courses which can help learners prepare themselves for future professional communication in their workplaces. The government of Indonesia has realized how important in the teaching of English as a means of communication in vocational schools as reflected in the National Curriculum for vocational schools.

2.2 NEEDS ANALYSIS

ESP course is designed and developed based on the analysis of learners' needs. As it had been stated earlier that *ESP* course deals with the target situation where the learners will use the language.Thus, it is learners' needs-based. In order to know what actually the learners' needs in learning, it is important to analyze those needs. Needs analysis or usually called as needs assessment is activities of collecting information that will be used as

the foundation for developing the curriculum which will meet the needs of students in learning (Brown,1995:35). In the same way, Richards (2001) stated that needs analysis is "procedure used to collect information about learners' needs". Furthermore, according to Basturkmen (2010:17) Needs analysis is the identification of language and skills used in establishing and improving the substance of *ESP* course that can also be used to assess learners and learning at the end of the study.

From those definitions above, it can be concluded that needs analysis becomes an essential factors to find out the needs of students in learning. Besides it is also important for teachers as the basis for developing curriculum, designing a syllabus and/or selecting appropriate materials in teaching and learning activity especially in an *ESP* course. It is because needs analysis usually conducted at the opening stages of curriculum development (Brown, 1995:24; Richards, 2001: 32).

One of the information that is important to be considered in needs analysis labeled as language needs which is consist of sort of information about the target linguistic behaviors that the learners must finally gain. Besides, it consists of detail information about the situation in which the language will be used, the language competences involved, learners' reason

for studying the language, their present abilities in regards to those reason, and so forth (Brown, 1995:40).

Not less important to be considered firstly in conducting needs analysis is the awareness of the needs itself. It is because actually all of the language program has its own needs, however, then, *ESP* will be different in its practical with the general English (Hutchinson and Waters,1987:53). Then,it is been questionable, what actually means by "needs" of learners? Hutchinson and Waters(1987:54-56) defined needs as "the ability to comprehend and/or produce the linguistic features of the target situation". Furthermore, in order to reach those needs, they classified three kinds of needs components that should be identified that are; necessities, lacks, and wants. *Necessities* are the needs that are determined as the result of demands in target situation. In other words, it deals with what actually the learners need to know in order to use effectively in the target situation. After that to know the needs will never be enough with only recognize the necessities. It also need to consider what the learners already knows, so it can be identified and decide which of those necessities that the learner lacks. The gap between what the students already know and what they have to know is termed as *lacks.* In addition, the identification of needs components is not over only by knowing the learners necessities and lacks. The learners also have their own view on what their

needs in language learning are. Thus, it is also important to put into consideration about the learner's *wants*in order to complete those needs.

2.2.1 The Needs for English in Vocational Education

English is a compulsory subject in Indonesian secondary formal level of education both for general and vocational ones. This policy has been made by the government realizing that English as an International language plays such an important role in international communication – it is the most common *lingua franca* used by speakers coming from different places of origins of different mother tongues. It is also the language in international business, the language that is used by businesspeople communicating with their counterparts from different countries including the ones from Indonesia.

If the primary aim of teaching English to vocational students is for communication, the teaching and learning processes should take place accordingly. Teachers are responsible for facilitating students to learn English for communicative purposes.However, the theory and practice often go in different directions. As found by Dewita (2013), students basically needed to learn English for two reasons. They needed general English to face national examinationand speaking skills for communication in their work place. Studying theComputer and Networking Departments of ten vocational high schools in Jakarta, she also found English learning materials that they learnt

at schools had already fulfilled their needs to face national examination but they could not fulfilled their needs in the work-place yet. Alhusna (2014) in her study, investigating speaking materials for Food and Nutrition students of 4 (four) public vocational schools in Jakarta, concluded that the speaking materials that were used in food and nutrition department were not completely relevant with the speaking needs of the students because they were only taught for preparing themselves for national examination. This is not in line with the aim of teaching English to vocational students as outlined in the graduate's competency standard. As argued by Paniya (2008: 11), in this era of highly competitive society, it is important to help students adapt to today's need, meaning that "vocational schools … need to design ESP courses that can best prepare learners for future professional communication, not just presenting general English for the sake of passing the exam on the English subject'.

These studies above took places in different context with the context of school under the present study. Paniya (2008) studied higher learning institution, whereas Dewita (2013) and Alhusnah (2014) studied vocational high schools, but all were in the urban areas. Moreover, the findings of the studies above were based on the application of English learning materials in vocational schools, but lack of information on the real needs of students in

vocational high school especially for *TKJ* study program. In addition, those studies were only conducted in the context of urban areas which is of difference from the context of *Kabupaten Kolaka,* suggesting that the needs of students are very likely to be different. Based on the experience of some of *TKJ* alumni especially in *Kabupaten Kolaka*(phone interview on December 2014) said that most of English learning materials that they learnt at school are not related with their jobs. As a result, they had to learn again from the beginning especially those materials which deal with terms in technology and also manuals that mostly use English language. This graduate expectation was in contrast with the one found by Paniya (2008) who analyzed the teaching materials of vocational college, but in line with the findings of Dewita (2013) and Alhusnah (2014).

This Moreover, according to several English teachers who teach in a Vocational high school in *Kabupaten Kolaka* (phone interview on December 2014 and February 2015) stated that basically English learning materials for all students are following the topics provided in national syllabus and no specification for every major because it will be time consuming, besides it will not suitable with the items in national examination in which the national examination itself is determining factorfor the graduation of students.

Teachers are always demanded to be creative and innovative in their teaching. And there are lots of teachers of English who may wish to carry out innovative projects but are restrained byseveral factors such as lack of time, limited computer skills, limited facilities, and more importantly they focus on preparing students to answer questions in examinations. There might also be teachers whose English communication skills are limited. This complicated situation will result in the quality of graduate's competence standard.

2.3 THE SYLLABUS

Generally, syllabus is a guide of teachers in implementing the learning process which content is a series of learning design and its components that aim to achieve the learning objectives. According to *Peraturan Pemerintah Republik Indonesia No.32, year 2013* about amendment of *Peraturan Pemerintah No.19 , year 2015* about National Education Standard, syllabus is "*lesson plans on a subject or specific theme that include core competencies, basic competencies, learning materials, learning activities, assessment, time allocation and learning sources".* McKay (1978) in Brown (1995) proposed that syllabus provides content that centered on what should be learnt and how it is picked and organized. In addition to that, Feez and Joyce (2002: 2) stated that syllabus is a clear and logical plan

for a subject of studyused by teacher as guidance in teaching which is made by selecting and ordering content based on assertive goals.

Syllabus is arranged based on the learning objectives that can fulfill the Graduated Competency Standard. As a part of curriculum, syllabus contained of core competencies that has purpose to achieve graduate competence standard (*Seesection 2.5)*.Syllabus of School-Based Curriculum is developed by teacher in each of educational unit and assigned by headmaster under the supervision of educational department based on local potential and the needs of the students in each school. Some things that have to be considered in developing syllabus are the linkages of competency standard and basic competency in a subject, and also the linkages of competency standard and basic competency among subjects (Sudira, 2006:79)

In language studies, designing a syllabus is initial part of curriculum development in which the syllabus design itself is a process of developing syllabus (Richards, 2001:2). Then again, Richards (2001) also revealed that in designing a syllabus, there are some steps that should be done such as **determining the rationale of the subject** that include the objective of the language program, after that **describing the entry and exit level** in which it is necessary to recognize at which level the subject are going to be started

and the level that the students need to be reached at the end of the subject. Then, **choosing the subject content** in which it should be covered a specific set of needs and objectives. In addition, **determining the capacity and the order** involves the distribution of subject content. The next step is **planning the subject structure** that supplies the appropriate basis for teaching. There are two aspects of this process, that are selecting a syllabus framework(includes kinds of syllabus will be explain on the next sub section) and developing instructional blocks which represent the focus of instructional subject that may be very specific or general. The last step is **preparing the scope and sequence plan** which consist of learning materials, the contents, and the allocation of time for each content.

2.3.1 The Type of Syllabus

McKay in Brown (1995:7) proposed 3 types of syllabus in language teaching namely grammatical or structural syllabus, situational syllabus, and notional syllabus. Then, Brown (1995:7) added 4 more syllabuses namely topical syllabus or content-based syllabus, functional syllabus, skills syllabus and task syllabus. There are still other syllabuses in language teaching namely lexical syllabus, communicative syllabus, competency-based syllabus and integrated syllabus.

1. Grammatical or structural syllabus

   This type of syllabus focused on grammatical items (Mckay in Brown:1995 and Richards:2001). This type of syllabus has been used to plan general course especially for beginner level (Richard, 2001) therefore it is sequencing from easy structures to difficult one (Brown, 1995). However this syllabus have been criticized since it is focus on form rather than meaning, it does not address communicative skills, it is not representing all of language skills, and some more critics (Richards,1995).

2. Situational syllabus

   According to McKay in Brown (1995) situational syllabus is organized based on the context or situation therefore it will be based on common situation like *at a party, at the beach and the like.* The advantage of this syllabus is providing language context for practical use (Richards. 2001). However, criticisms under this syllabus also exist. Some of them are this syllabus usually direct to a phrase-book approach, and also the languages used in one situation might not be useful to other situation (Richards, 2001)

3.   Notional syllabus

A notional syllabus is organized around general notion that including concepts likes *distance, duration, quantity, quality, location, size and so on* (McKay in Brown,1995).

4.   Topical syllabus or content based syllabus

According to Brown (1995) topical syllabus is identical with situational syllabus but it structured by topics or themes, rather than situations. Some advantages of this syllabus are the content make linguistic forms more meaningful, it facilitate comprehension, motivate learners, and some more.

5.   Functional syllabus

Richards (2001) said that functional syllabus is usually made as the basis of speaking materials which mainly focused on communicative skills. However, this type of syllabus may create gap for students in case of grammatical competence since it does not provide grammatical structure on its functional course.

6.   Skills-based syllabus

This syllabus is organized the material around the language or academic skills that needed by the students to learn a language (Brown,1995). It is structured based on the idea that learning language

through skill demands the mastery of micro skills and macro skills (see English language skills) of each learner. The critics under this syllabus are there is no serious foundation for establishing skills and it only focus more on performance rather than communicative abilities (Richards,2001).

7. Task Syllabus

    This type of syllabus organized the material based on the different types of task that students will execute in the target language (Brown,1995 and Richards, 2001). However Richards (2001) claimed that this type of syllabus has not widely adopted in language teaching for some reasons including the procedure in designing and selecting the tasks is still unclear.

8. Lexical syllabus

    This type of syllabus is one of among types of syllabus in language teaching that firstly developed. This type of syllabus only focused on identifying the target vocabulary that should be taught by teachers and mastered by students based on the level (Richards, 2001).

9.   Communicative syllabus

Communicative syllabus is the one that focus on communicative competence in the language within a constrained setting, such *ESP* (Richards,2001).

10.   Competency-based syllabus

This syllabus is widely used in social survival and work-oriented language programs therefore it is specified on the competencies that the learners need to master especially in particular tasks and activities (Richards, 2001).

11.   Integrated syllabus or mix syllabus.

This syllabus organized when there is no absolute choice of suitable syllabus in language subject that reflect different priorities (Richards, 2001).

Those types of syllabuses above are the commonly syllabus that usually used in language teaching. In order to find out the best syllabus that teacher may used in teaching, it is important to be considered about the students' needs and also the expected learning objectives.

2.4   ENGLISH LEARNING MATERIALS

Materials take important part in curriculum development as it is a media for delivering teaching and learning activity in order to reach its goals. All techniques and exercises used in teaching and learning activity involved lesson plans, books, teaching and learning aids, and all of the activities in language classroom is called materials (Brown, 1995:139).

In teaching and learning activity, mostly the learning materials are identical with textbook. But, sometimes teachers also use some others learning materials such as posters, video or any created or authentic materials from the internet. Richards (2001: 251) stated that most of the materials used in language teaching today could not take place without the extensive use of commercial materials that may take the form of (a) Printed materials such as books, workbooks, worksheets, and many more; (b) non-print materials such as cassette, video, or computer-based materials; (c) materials that consists of both printed and non-printed materials such as materials from the internet. Besides, some materials that are not designed for teaching and learning activity such as magazines, newspapers and TV materials may also play important role in curriculum. Parallel with that, Tomlinson (2011) said that materials and task should represent real-life situation so that it can be useful in students' real-life. He added that materials

could be in form of a textbook, a cassette, a workbook, a photocopied handout, a newspaper, or a paragraph written in whiteboard.

Learning materials is used to support the successfulness of teaching and learning activity. As Dudley and John (1998:170-171) said that in *ESP* course, there are 4 (four) reasons for using materials, which are:

1.) As a source of language

2.) As a learning support

3.) For motivation and stimulation, and

4.) For reference.

Then again, it is important to be considered that students only succeed in learning if the learning is positive, relaxed and contained of enjoyable experience because students only want to learn what they want and their need. Thus the learning materials should help students to connect the learning experience with the real-world lives outside it. It is also should take on the students' emotions (Tomlinson and Masuhara (2008:2).

In learning English as a foreign language, especially in *ESP* course, the role of materials will be very important to assist students to learn language skills (speaking, listening, reading and writing) and language elements (grammar and vocabulary) that based on their target situation. Cunningsworth

(1995:7) cited in Richards (2001:251) summarizes the role of materials especially course-books in language teaching as:

- A source for presentation materials (Spoken and Written)

- A source of students' activities on practicing or communicating.

- A reference source for learners on elements/knowledge of language (grammar. Vocabulary, pronunciation, and so on)

- A source of stimulation and ideas for classroom activities

- A syllabus which reflect the aims of learning

- A support for the new teachers who have not enough self-reliance yet.

The needs of learners in learning a language are not only limited in one skill such as speaking, aside from that the skill in listening, reading and also writing are also significant to be learnt and it will be useful. Several studies above had shown that *SMK* students in Jakarta mostly needed speaking competence in their work-place (See for example Dewita, 2013; and Alhusna , 2014). However, the skills of speaking will not work properly without the skill of listening. Similarly, the skill of writing will not work properly without the skill of reading. However, those 4 language skills will not also work properly without support from good grammar and vocabulary. Thus, the knowledge of language skills and language elements are essential in English

language learning. Even tough, in the work-place then, one of them will be dominant in use than the others.

In case of *SMK* students, all of those four language skills have its own standard that should be passed by the students. All of that is regulated in *Graduated Competency Standard (Standar Kompetensi Lulusan).*

2.4.1 English Language Skills

The existence of English as a language of communication of the world is a thing that cannot be avoided as a part of developing era especially in the field of technology and commerce (Hutchinson and Waters,1987). Learning the English language itself is closely associated with the 4 (four) skills which are listening, speaking, reading and writing. Listening and reading are known as "receptive skills" and speaking and writing are known as "productive skills".

2.4.1.1   Listening

As receptive skill, listening becomes vital process to effective communication. Misunderstanding in communication mighthappen due to lack of the ability to listen carefully and effectively. Richards (1983) in Brown (2004) identified micro skills of listening as (1) discriminating among distinctive sounds of English; (2) recognizing English stress pattern, words in stressed and unstressed positions, rhythmic structure, intonation contours,

and their role in signaling information; (3) processing speech containing pauses, errors, corrections, and other performance variables; and (4) recognizing grammatical word classes (nouns, verbs, etc), systems (e.g tenses), patterns, rules, and elliptical forms. Meanwhile, the macro skills of listening skills are (1) recognizing the communicative functions of utterances, according to situations, participants, and goals; (2) inferring situations, participants, goals, using real-world knowledge; (3) distinguishing between literal and implied meaning; (4) using body language and other non-verbal clues to develop meaning; and (5) developing and use a battery of listening strategies.

Those skills of listening above should be mastered by all English language learners in order to facilitate communication and avoid misunderstanding.

2.4.1.2   Speaking

There are so many factors that can inhibit students in speaking. Some of them are students feel frightened of making mistake, afraid of being reviewed, or also shy of being attention on their speech act (Tuan and Mai, 2015:10). Therefore, the skills of speaking are exceedingly required to overcome every problem that may inhibit students to speak and also to anticipate the factors which affecting students to speak.

Micro skills of speaking that might be applied The micro skills are (1) producing English stress patterns, words in stressed and unstressed position, intonation (2) producing fluent speech at different way (3) monitoring one's own oral production and use various strategic to enhance the clarity of the message and (4) using grammatical word classes (noun, verb, etc), system (e.g tenses, agreement, pluralization), patterns, rules, and elliptical form. In addition, the macro skills ofspeaking are (1) appropriately accomplishing communicative functions of utterances, according to situation, participants and goals (2) conveying links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification (3) conveying facial features, body language, and other nonverbal cues along with verbal language and (4) developing and use a battery of speaking strategies (Richard,1983 in Brown,2004).

2.4.1.3 Reading

Based on the information from *Computer Technician: Career Technical Training Area (taken from https://recruiting.jobcorps.gov/downloads/computer_technician.pdf),* it was clearly seen that a computer technician must have reading skills to perform the job as the eligibility requirements. Thus, as a future worker in IT field, *TKJ*

students should have good reading skills in order to fulfill and support their expertise as a computer technical support or computer technician.

Richard (1983) cited in Brown (2004) classified micro skills of reading as follow (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. Mean while, the macro skills of reading skills 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.

Those skills above will ease students to understand the meaning and the content of written text. In job, the skills of reading are really significant due to almost all of technicians' work presented in English language. Therefore, by mastering those reading skills above will be very accommodating the work of a technician.

2.4.1.4 Writing

One of the skills required for a technician in purpose of satisfactory job performance is effective written skills. Writing is not an easy activity to do especially for a technician. For example, making mistake in writing manual will lead to failure in executing the process of installing or maintaining computer and also network. Therefore, the skills of writing are essentially needed by a technician. Just like the others skills, writing also consist of micro skills and macro skills. As Richard (1983) cited in Brown (2004:221) Micro skills are (1) producegraphemes and orthographic patterns of English, (2) Produce writing at an efficient rate of speed to suit the purpose, (3) Produce an acceptable core of words and use appropriate word order patterns. (4) Use acceptable grammatical system (e.g. tense, agreement, pluralization). (5) Express a particular meaning in different grammatical forms, (6) Use cohesive devices in written discourse. The macro skills of writing are (1) use the rhetorical forms and conventions of written discourse, (2) Appropriately accomplish the communicative functions of written texts according to form and purpose, (3) Convey links and connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (4) Distinguish between literal and implied meanings when writing, (5) Correctly convey

culturally specific references in the context of the written text, and (6) Develop and use a battery writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, etc).

2.4.2   Knowledge of Language

Basically, the elements of language (vocabulary and grammar) are taking essentially part in learning and construct a language. Without the existence of either vocabulary or grammar, there might be difficult to construct a language. Language Knowledge of grammar and vocabulary is the base of English language (Zhang, 2009).

2.4.2.1 Grammar

According to Subasini and Kokilavani (2014) Grammar system in a language is important due to the rules of grammar in making meaning. They added that Grammar gave the name of the words type and word group that construct sentences not only in English Language but in any languages. In addition to that, Subasini and Kokilavani stated that teacher should not teach all of grammatical elements to student, but only those who affect mostly to their students' ability. Therefore, it has to be considered the grammar rules

that are important to equip for students especially technical students (*TKJ* students).

2.4.2.2 Vocabulary

As well as grammar, vocabulary also play significant role in language learning and language constructing. Vocabulary knowledge is often sees as significant tool for second language learners because minimum vocabularies in a second language hinder successful communication (Alqahtani, 2015).

Oxford (1990)as cited in Alqahtani (2015) also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in second language vocabulary, they still have to deal with it in their examinations as ''vocabulary has traditionally been one of the language components measured in language tests'' (Schmitt, 1999:189 cited in Alqahtani,2015).

In the working world, students should have to learn specific vocabulary that might support their expertise in job and they also have to learn specific vocabulary to support the English language skills that they need most in order to sustain them to handle the job.

2.5 GRADUATED COMPETENCY STANDARD *(STANDAR KOMPETENSI LULUSAN/SKL)*

Graduate's Competency Standard is the criteria regarding the qualifications of graduates' capabilities that include attitudes, knowledge, and skills (*PP No.32, 2013 Article 1 verse 5).*Further, this standard is regulated in *Peraturan Menteri Pendidikan Nasional* (National Education Ministerial Regulation) No.23, Year 2006 about Graduate's Competency Standard for Primary and Secondary Education in which one of the points of the graduated competency standards for education units (in this case is vocational high school) is masteringentrepreneurial and expertise program to meet the demands of the working world as well as for continuing higher education in accordance with its vocation. Besides, the graduated students of SMK have to be able toshow their competences in listening, reading, writing and speaking either in *Bahasa Indonesia* or in English language.

Further, based on the attachment of *Peraturan Menteri Pendidikan Nasional* (National Education Ministerial Regulation) No.23, Year 2006 about Graduate's competency standards of subjects, then the graduate competency standards for English subject are stated as follows:

2.5.1 For Novice Level

1) Listening

   Understanding meaning in interpersonal and transactional oral discourse, either formally or informally, in form of listening requests and commands related to daily life.

2) Speaking

   Expressing meaning orally in interpersonal and transactional discourse, either formally or informally, in form of expressing request and commands related to daily life.

3) Reading

   Understanding meaning in interpersonal and transactional written discourse, either formally or informally, in form of scrutinize requests and commands related to daily life.

4) Writing

   Expressing meaning in writing in interpersonal and transactional discourse, either formally or informally, in form of conveying in writing requests and commands related to daily life.

   (*Peraturan Menteri Pendidikan Nasional/*National Education

   Ministerial Regulation No.23, Year 2006)

2.5.2 For Elementary Level

1) Listening

   Understanding meaning in interpersonal and transactional oral discourse, either formally or informally, in form of listening requests and commands related to job.

2) Speaking

   Expressing meaning orally in interpersonal and transactional discourse, either formally or informally, in form of expressing requests and commands related to job.

3) Reading

   Understanding meaning in interpersonal and transactional written discourse, either formally or informally, in form of scrutinize requests and commands related to job.

4) Writing

   Expressing meaning in writing in interpersonal and transactional discourse, either formally or informally, in form of conveying in writing requests and commands related to job.

   (*Peraturan Menteri Pendidikan Nasional/*National Education Ministerial Regulation No.23, Year 2006)

2.5.3 For Intermediate Level

1) Listening

    Understanding meaning in interpersonal and transactional oral discourse, either formally or informally, in form of listening request and command related to the profession.

2) Speaking

    Expressing meaning orally in interpersonal and transactional discourse, either formally or informally, in form of expressing requests and commands related to profession.

3) Reading

    Understanding meaning in interpersonal and transactional written discourse, either formally or informally, in form of scrutinize requests and commands related to profession.

4) Writing

    Expressing meaning in writing in interpersonal and transactional discourse, either formally or informally, in form of conveying in writing requests and commands related to profession.

    (*Peraturan Menteri Pendidikan Nasional/*National Education Ministerial Regulation No.23, Year 2006)

This graduate competency standards in English are basically for communicative skills (*Peraturan Menteri Pendidikan Nasional/ National Education Ministerial Regulation No.23,2006).* In general, the primary aim is to enable graduates to communicate in English appropriately: handling telephones, answering inquire, ordering goods, asking for information, and many more. The topic in hand may be different from vocation to vocation but generally, the communication skills are similar.

It is also important to take into consideration that the subject curriculum and syllabus are developed based on the assessment of graduated competency standard per subject and sub-competencies that are being the part of the core competencies of the subjects wherein the determination of competency standards established in accordance with guidelines of Indonesian National Working Competency Standard (*Standar Kompetensi Kerja Nasional Indonesia / SKKNI*).