CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of literature related to the research. It comprises the theoretical and empirical literature about teaching of ESP, teaching of ESP reading, reading materials and students’ needs in reading. Each section is presented as follows:

2.1 Teaching of ESP

Teaching of ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain (Paltridge and Starfield, 2013, p. 2). The teaching of ESP is also simply known by most of the experts as an approach. Nunan (2004, p. 7) as one of the experts states that ESP is an approach in designing curriculum development, materials, pedagogy, test and research because it is important as a subcomponent in language teaching.

In the same point of view, Hutchinson and Waters (1991, p. 19) state:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of particular type of teaching materials. Understood properly, it is an approach to language learning, which is based on learner need.

Furthermore, in the teaching of ESP, there are two characteristics that need to be known. According to Evan and John (as cited in Basturkment, 2010, p. 13), there are absolute and variable characteristics in the teaching of ESP. Among absolute characteristics are such features: 1) ESP is defined to meet specific needs
of the learner; 2) ESP makes use of the underlying methodology and activities of 
the disciplines it serves; 3) ESP is centered on the language (grammar, lexis), 
skills, and discourse appropriate to these activities. Variable characteristics are: 1) 
ESP may be related to, or designed for, specific disciplines; 2) ESP may use, in 
specific teaching situations, a different methodology from that of General English; 
3) ESP is likely to be designed for adult learners, either at tertiary level institution 
or in a professional work situation; 4) ESP is generally designed for intermediate 
or advanced students; 5) ESP course assumes that learners have some basic 
knowledge of the language system, but it can be used for beginners.

Therefore, ESP is essential to be implemented in English language 
teaching because it is also known as an approach, and it can be used to know the 
students’ needs and to design curriculum development, materials, pedagogy, test 
and research based on what the students’ needs in the language learning.

2.2 Teaching of ESP Reading

ESP reading is one of the skills which is taught in ESP program. There are 
also the other skills taught in ESP program, such as speaking, writing and 
listening. Paltridge and Starfield (2013, p. 31) mention that vocabularies, 
speaking, listening, writing and reading are also as key areas in ESP.

The purposes of the teaching of ESP reading are mentioned in many 
previous researches. According to Hirvela (2013, p. 81), the purpose of the 
teaching of ESP reading is to improve students’ reading comprehension with
certain aim, and it should build students’ knowledge with valuable reading strategies where the features of reading must meet students’ needs.

In another statement, Hirvela (2013, p. 81) also states:

Reading is sometimes taught on its own as a separate skill, sometimes in conjunction with writing, and sometimes as a component of a study skills program. Whether a single skill or an integrated approach is taken, the main focus of reading instruction often tends to be the development of sub-skills related to extracting different types of information from texts, such as skimming for gist and scanning for specific details.

According to Cadena (2006, p. 14), the purpose of teaching reading is to gather information for some purposes in interacting with text and constructing meaning based on previous information, knowledge and experiences. In other words, ESP Reading is a process used to gather information from texts, such as skimming for gist and scanning for specific details for some purposes and it is a way to interact with text and to construct meaning based on previous information, knowledge and experiences where the features of the text must be appropriate for the students’ needs.

The importance of reading skill can be seen in its effect not only on the students’ academic performance but also as a personal fulfilment in working succeeded chances. As mentioned by Acheaw and Larson (2014, p. 1) that there was a relation between reading habit and academic performance because reading habit could influence students’ academic performance. Another fact is stated by Anderson et al. (as cited in Küçükoğlu, 2012, p. 709) that reading as a basic life skill is a foundation for a child's success in school and even throughout life.
In other words, without having a skill to read well, chances for personal fulfilment and job success will inevitably be lost. Therefore, reading becomes important and crucial to be researched in this research.

2.3 Reading Materials

Reading materials are all the things that the teacher uses in the teaching and learning process (Ningrum, 2015, p. 6). It is in line with Tomlinson (2016, p. 2), he argues that reading materials are anything which can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, website, and mobile phone interactions.

More specifically, Richards (2012, p. 251) states that materials are divided into three types, namely (a) printed materials such as books, workbooks, work sheets, or readers, (b) non-print materials such as cassette or audio materials, video, or computer-based materials, and (c) materials that comprise both print and non-print sources such as self-access materials and materials on the internet. In addition, Richards also argues that materials not designed for instructional use such as magazines, newspapers, and TV materials may also play a role in the curriculum.

In other statements, Richards (2012, p. 252) also states that materials are divided into two big parts, namely authentic materials and created materials. Authentic materials refer to the use in teaching of texts, photographs, videos selections, and other teaching resources that are not specifically prepared for instructional purposes. Whereas, created materials refer to textbooks and other specifically developed instructional resources.
2.3.1 Purposes of Reading Materials

In teaching reading skill, the teacher needs to prepare the reading materials. The reading materials are important to be prepared in the teaching and learning processes because materials function as a key component in most language programs that generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richards, 2012, p. 251). In the case of inexperienced teachers, Richards also argues that materials may also serve as a form of teachers training in which the teachers can provide ideas on how to plan and teach lessons as well as formats that the teachers can use.

According to Dudley-Evans and St. John (as cited in Richards, 2012, p. 251), materials for the teachers of ESP serve the following function, as a source of language, as a learning support, as a motivation and a stimulation, and as a reference. Whereas, for students, materials may provide the major source of contact they have with the language apart from the teacher.

Therefore, materials in teaching ESP reading are important because they can help teachers to focus on the students’ needs in the learning process. According to Vivic (as cited in Ningrum, 2015, p. 6), materials selection, adaptation, or writing is an important part in ESP teaching because it represents a practical result of effective course development and provides students with materials that will equip them with the knowledge that they will need in their future business life. It means that material is an essential thing that must be prepared well by the teacher in the teaching and learning process in order that the
students can achieve the purpose of the study based on what they need for their future lives.

### 2.3.2 Factors in Choosing Reading Materials

There are a few important factors in choosing reading materials. According to Berardo (2016, p. 63), there are four important factors in choosing reading material, namely suitability of content, exploitability, readability and presentation.

The first factor is suitability of content. Concerning this factor, the reading text must have interesting information for the students, a relevant text for the students, and a representative type of material that students will use outside of the classroom (Berardo, 2016, p. 63).

The second factor is exploitability. As for this factor, the reading text must be able to exploit the teaching purposes, the reading text must know for what purposes the text should be exploited and the reading text must know what skills/strategies can be developed by exploiting the text (Berardo, 2016, p. 63).

The third factor is readability. Concerning this factor, the reading text must realize on these three questions, namely is the text too easy/difficult for the students, is it structurally too demanding/complex and how much new vocabulary does it contain and is it relevant (Berardo, 2016, p. 63).

The last factor in choosing reading material is presentation. In this factor, the reading text must stand on these four questions, namely does the reading text
“look” authentic, is the reading text “attractive”, does the reading text grab the student’s attention and does it make him want to read more (Berardo, 2016, p. 63).

In other opinions, Tomlinson (2016, p. 2) argues that in choosing reading materials, the reading materials must be informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

2.4 Students’ Needs in Reading

Students’ needs are described as what the students will be able to do at the end of a course of study with the language taught to them in order that they can use the language that is appropriate for their specific tasks or set of tasks (Richards, 2012, p. 33). According to the previous finding, Ningrum (2015, p. 9) stated that the students’ needs in reading were such as the compatibility of the reading materials used by the teacher based on the students’ needs in learning process. Thus, the students’ needs in reading are all the things that the students will be able to do with the reading materials taught to them in order that they can use it based on their specific fields of study.

Therefore, students’ needs are a crucial thing that must be known by the teacher in teaching language learning. As it is stated by Richards (2012, p. 51), one of the basic assumptions of curriculum development in educational program should be based on an analysis of students’ needs.

Richterich and Chanceril (as cited in Richards, 2012, p. 33) declared:
Learners, teachers, and employers could all be involved in determining learners’ needs. Information could be collected about the resources of the teaching institution, objectives, the methods of assessment used, and needs analysis should be an ongoing process throughout a course. Information would also needed about the different kinds of activities the learners would be using the language for.

Finding the students’ needs can be done by doing Needs Analysis (NA). The NA is conducted as the first step that can be done by the teacher in order to know what the students’ needs in the learning language. In line with Abiri (2012, p. 822), the NA is the first step in ESP to design language courses to be more appropriate and to accommodate in finding the students’ needs. Others argue that the NA is done to find the “what” and the “how” of a course, and it is as the first step in finding the ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation (Flowerdew, 2013, p. 325). The NA is also defined as a process of collecting information about the goals and content of a course based on what students know already and what students want to know (students’ needs) in order to be able to make a relevant content of a course (Nation and Macalister, 2010, p. 24).

Hutchinson and Waters (1991, p.54) divide needs into target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in order to learn). In the target needs, they analyze the needs as follows:

1. Necessities: What is necessary in the learners’ use of language? For example, do the learners have to write answers to exam questions?

2. Lacks: What do the learners lack? For example, are there aspects of writing that were not practiced in their previous learning (L1, L2)?
3. Wants: What do the learners wish to learn?

Whereas, in the learning needs, Hutchinson and Waters (1991, p. 54) analyze the needs by asking a few questions based on a question framework for analyzing the learning needs such as:

1. Why are the learners taking the course?
2. How do the learners learn?
3. What resources are available?
4. Who are the learners?
5. Where and when will the ESP course take place?

Besides, according to Schleppegrell and Bowman (1986, p. 8), conducting the NA also can be done by the process of need assessment that requires interview and interaction with three sources of information at the institution place. Those three sources of information are the administrators (i.e. who will give information about the institution’s requirements of the students), the content-area instructors (i.e. who will give information about the materials covered by the students in their specialty studies), and the students themselves (i.e. who will give information about how well you will be understood in the classroom and what they perceive as their needs for English).

Therefore, doing NA is important as the first step in developing the ESP course. In other words, the NA can be one of the ways to know what the students’ needs in reading in order that it will have relevant learning materials based on what the students’ needs to increase the students’ performance in the learning of ESP reading skill.