CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is intended to give a brief description of what is related to and discussed in this research. This chapter discusses ESP program, material design, and perception.

2.1 English for Specific Purposes (ESP)

English for specific purpose (ESP) is a part of learning language, but it is different from English for General Purpose (EGP). It is also stated by Rahman (2015) that the fundamental difference of ESP and EGP situated on learners and learning objectives themselves. Therefore, ESP-based learning is usually developed based on needs analysis, objectives and learning activities. Thus, the methods used in ESP and GE learning are different.

In addition, ESP aims to help students in communication skill to uses English according with their need. According to Chovancova (2014) “ESP is the characteristic by its focus on selected topic relevant for a particular professional field, such business, tourism, aviation, etc.’’ On the others hand, conforming to Rahman (2015) there are three characteristics of the definition of ESP learning: (1) ESP learning is designed for the needs of the learning discipline, (2) ESP learning uses methodology and learning activities that meet the needs of the learners. (3) ESP learning is language-based (grammar, vocabulary, and register), skills and genres specific to the field of study.
In University of Muhammadiyah Malang (UMM), ESP is given to all department during two semesters. There are four skills taught in ESP program such as reading, writing, listening and speaking. There are dual benefits of the implementation ESP program. The first, ESP program is given at the time students are studying in academic field or interest. However, students learn the English directly in the context of their discipline both for the benefit of academic or non-academic. The second is ESP helps students to prepare for the world of work because many job interview sessions use English as the communication. However, every major has different teaching content in learning. It aims to familiarize and practical the students in the use of English accordance with their respective majors. Thus, it helps students master English well.

Based on the LC UMM official site http://lc.umm.ac.id/id/pages/home.html, they mentioned their objective of the implementation of ESP program at UMM is an effort in following the challenges of the times and demands of the world of work. As their focuses on three long term goals, like:

1. As a means of cultural, science, and technology transportation.
2. As a support for the international cooperation.
3. As a strategic tool for global competitions.

2.2 Need Analysis

ESP is an approach to language teaching in which all decision as to content and method are based on the learners’ reason for learning. Therefore, the need analysis is
important to be prepared before the teachers implement and improve their teaching plan. Need analysis is a necessary part of curriculum planning. It can be defined as procedures that are carried out in order to get needs analysis, carried out to establish the “what” and the “how” of a stage in English for specific purposes (ESP).

Basturkmen (2010) states that need analysis is identification of language and skills used in determining and selecting material in ESP learning. Need analysis can be done by giving questionnaire, interview, observation, and also test. This is done to determine the characteristics of learners, assessing the results of learning and problems that exist in the classroom.

### 2.2.1 Target Needs

In ESP, target needs is a form of travel that students will do during the learning process. Hutchinson and Waters (1987) define the target need in three things: necessities, lack and wants. Necessities is one of the requirements determined by the demand of the target situation, it is about what learners need to know in order to do the job effectively in the target situation. Lack is a gap that distinguishes what is already known by the learner with what is not yet known, so it needs to dig in the learning process. According to Adhawiyah et al (2014) lack is the basis of the development of a syllabus named deficiency analysis or also called current situation analysis (ASS). Wants is the last element of the target need in analyzing student needs. Want is an important element that can help teachers to distinguish whether students participate
effectively in the learning process in the class. It also helps the teachers to know the motivation of students in following ESP learning so that it can help the formation of syllabus and the selection of materials in accordance with what is required of students.

2.2.2 Learning Needs

ESP learning process is a form of journey that has been considered lack as a starting point, necessities as a purpose of journey and wants as the final process of how to achieve the purpose of the journey from the ESP learning process. However, three statements above do not consider how the journey route. The journey route or also called learning needs is an important element in determining the effectiveness to achieve the learning objectives. As in the learning process teachers do not only design the learning according to objective purposes, but also analyze the learning situation in order to produce a comfortable learning process. Therefore, the whole of ESP process is not concerned with knowing or doing, but with learning

2.3 Material Design

Material design is one of the supporting facilities in the success of learning. In developing teaching materials, the first thing to do is to identify the components of teaching materials based on what the students need. Hutchinson and Waters (1987) suggest three important principles in developing teaching materials, namely:

1. Selecting existing teaching materials by evaluating the teaching materials.
2. Writing your own teaching materials.

3. Adapting or modifying existing teaching materials.

From these three principles above, writing materials is the criteria of ESP teaching. This is one of the key distinguishing features in the ESP and EGP approaches. On the other hand, the development of teaching materials themselves can increase the awareness and sensitivity of ESP teachers to support aspects as well as the success of the ESP learning process.

2.4 Perceptions

Many people believe that perception is an abstract thing that is hard to describe. Perception is a response process in the brain that allows a person to understand the information through their senses. However, people can interpret their understanding of knowledge in the form of different points of view or actions. As the reported by Restian (2015) perception is an active process that encompasses the selection, organization, and translation of information received by the sense device as a new form of knowledge. On the other hand, Walgito (2010) also argue that perception is a process of receiving the stimulus by the sense device by interpreting and giving value to something that has been experienced. Therefore, regarding to the language learning, perception has a significant impact on it.

From the statement above, the researcher concludes that perception is an interpretation and response from stimulus by using five sense because people are able
to describe objects and situations after they see, touch, smell, listen and taste. For example, when students have a positive perspective on English, they will try to learn and master it by following the learning activities in the classroom well or even looking for additional classes or activities to improve their abilities. Vice versa, when students are being apathetic towards English, then lazy to participating in learning activities will arise. The impact that will arise later is that the student will not participate maximally in the class. Further, perceptions will influence the behavior, attitudes, responses and motivations they have. From these responses, we can know whether the learning process can be success or failure. It can be seen by attitude and the student’s participation in following the learning process. Therefore, the teacher has important role in teaching learning process. In addition, every student has different perception of learning. Their perception could be good or poor, it can be caused by some various factor such as experience, education background, culture and religion. Although the researcher use the same study, the perception of the subject is different.

2.4.1 Student Perception about ESP Program

There are two kinds of perception, such as: positive and negative perception. Positive perception is a positively respond from students in doing a learning process. Negative perception is a respond that describes all the knowledge and object that are perceived negatively.
Irham, dkk (2015) stated that the result of perception arises because it is influenced by two factors, namely: internal and external factors. Internal factor comes from the individual itself like their feeling, attitude, experience, background study and motivation in learning. On the other hand, external factor comes from the environment and the stimulus where the perception begins, such as; family, teacher, quality of teaching, instrument and facilities in teaching learning. Then, if students have positive response in learning ESP program they will be more interested, active and highly motivated in learning. It can be seen from the participation of students in following the lessons. However, students with negative perception in learning think to pass the course because they get bored and are not interested in it.

In addition, based on Kusumaningputri (2010) lack of facilities in teaching English in ESP classes can lead to less effective learning. Therefore, students cannot practice their learning outcomes. However, students tend to be less active in following classroom learning. However, lack of motivation and understanding of the importance of ESP role also leads to lack of student’s interest in taking ESP classes. As student do not find practical benefit in learning English in accordance with their field of interest (Alwasilah, 2000 as cited in Kusumaningputri, 2010).