CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter overviews related literature which is based on the relevant theories. It covers Teaching English for Specific Purposes, Teaching Materials, Teaching English in Vocational School, and The Transfer of English Materials in Class.

2.1 Teaching English for Specific Purposes

Teaching English for Specific Purposes could be defined as English language teaching that aims to achieve particular purposes (Lestari, 2016). Cahyati, R. S., & Rizkiani (2015) mention that the aims of English for Specific Purposes are adjusted to meet students’ needs of English in their expertise program. In addition, Duddley-Evans & John (2011) define English for Specific Purposes into absolute and variable characteristics.

a. Absolute characteristics:
   - ESP is designed with the aim of meeting students’ specific needs of English;
   - ESP utilizes the underlying methodology and activities of the disciplines it serves;
   - The focus in ESP are discourse, skills, language (grammar, lexis, and register), and genres that are suitable for these activities;

b. Variable Characteristics:
   - ESP is possibly designed for or related to certain disciplines;
   - In particular teaching situations, ESP might utilize different methodology from General English;
ESP is probably designed for adult learners at a tertiary level institution or in a professional work situation. Nevertheless, it also could be used for secondary level learners;

- Generally, the design of ESP is for intermediate or advanced learners. Most of ESP courses assume a basic knowledge of the language system which could be used for beginners as well.

2.2 Teaching Materials

Tomlinson (2013) says that materials could be defined as anything which is able to assist the progress of language learners. It consciously used to help the learners to gain their knowledge and experience regarding the language learning. In line with that, Abadi, PujiaSTuti, & Assaat (2017) added, teaching materials are anything that used by the teacher so that the students could improve their understanding towards the material faster. In the process of learning a language, course books are not the only materials that could be used by the teachers and students. It also could be in the form of videos, cassette, textbooks, PowerPoint, newspapers, YouTube, social media, photograph, food or snack packages, and many more.

Teaching materials actually have a role as an instrument or tool for the teachers and students in the teaching and learning process of a language (Ahmed, 2017). As an instrument, the right materials need to be chosen in order to make it completely effective and able to help the teachers and students to reach the learning goals. Al-Azizah (2016) says every learner have different ways of learning, and the teacher would be able to give them various ways in obtaining the language by choosing an
ideal and appropriate material. Moreover, it is also crucial for the teachers to have a full understanding of the material that is used to successfully implement it.

Tomlinson (2013) states several characteristics of good materials are:

a. Materials should achieve impact;
b. Materials should help learners to feel at ease;
c. Materials should help learners to develop confidence;
d. Learners should perceive learning materials as relevant and useful;
e. Materials should require and facilitate learner self-investment;
f. Learners must be ready to acquire the being taught;
g. The learners’ attention should be drawn to linguistic features of the input;
h. Materials should provide learners with opportunities to use the target language to achieve communicative purposes, through meaningful, realistic interaction;
i. Materials should consider the positive effects of instruction to be delayed, thus incurring recycling;
j. Materials should be attentive that learners differ in learning style;
k. Materials should deliberate that learners differ in affective attitudes;
l. Materials should permit a silent period at the beginning of instruction;
m. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities;
n. Materials should not rely too much on controlled practice;
o. Materials should provide opportunities for outcome feedback.
Febrina (2017) argues that teaching materials could be divided into two, namely authentic and non-authentic materials. She says that the real materials which produced with the intention of real-life communication from the target language are the authentic materials. There are several kinds of authentic materials, as follows: listening materials or auditory materials such as songs and recording of books, visual materials such as movies and YouTube videos, printed materials such as a newspapers and recipe books, also realia or real-world objects such as rocks, plants, and animals. Meanwhile, the materials that are created for the purpose of teaching usually called as non-authentic materials. For instance, the textbooks or course books that specifically designed and published by Indonesian government for teaching and learning purposes.

Moreover, Hamad (2017) states that the generation that we teach nowadays is the generation of technology who always have their computer, phones or smartphones in their hands. The term “technology” itself has an important role in education. Ghavifekr, Athirah, & Rosdy (2015) claims that in education, integration of Information, Communication, and Technology (ICT) in general means technology-based teaching and learning process which is associated to the utilization of learning technologies in school. They also say that most of the subjects including languages could be learned more effectively through technology-based tools and equipment. The research conducted by Hamad (2017) has proven that the use of technology such as smartphones and its App in the teaching and learning process helps the students a lot in improving their confidence, skills, and knowledge.
regarding the language they learned. Therefore, technology could also be used as
the media or tools carrying the teaching materials.

2.3 Teaching English in Vocational School

In vocational schools, teaching English is different from teaching English in
regular high schools. Vocational schools prepare their students to be ready to work
after they graduate while the regular high school mostly focus to prepare their
students to enter the university. Another distinction from those two types of school
is the English that being taught. Dewi (2016) classifies English teaching into
General English and English for Specific Purposes. General English is taught four
skills of English as a foreign language, and English for Specific Purposes is given
to students who have to understand and master English both speaking and writing
skills in their expertise program. In regular high schools, the students are being
taught the General English, meanwhile, the students in vocational schools are being
taught the English for Specific Purposes.

2.4 The Methods of Teaching English

Larsen-Freeman & Anderson (2016) states that in language teaching, there are
various ways or methods that could be used to transfer the information or
knowledge regarding the language to the students. They have divided the methods
and techniques, as follows:

2.4.1 Grammar-Translation Method

In this method, students are asked to translate the target language text into the
native language. C. Richards & S. Rodgers (2012) define this method as one of the
ways to learn a new language by analyzing its grammar rules in detail and
implement it on the exercises of translating sentences and texts into the target language, and vice versa. The major focus of this method is reading and writing. Through this method, the students are expected to be able to read and conceive target language literature. Some techniques that might be used along this method are:

a. Translation of literary passage: the teacher asks the students to translate a reading passage which is in the target language into their native language.
b. Reading comprehension questions: students have to read and understand a passage, then answer some questions using the target language.
c. Antonyms/synonyms: the teacher gives the students some words and asks them to find the antonyms or synonyms in the reading passage.
d. Cognates: by teaching the spelling or sound patterns which accord between the languages, the teacher teaches the students to recognize cognates.
e. Deductive application of rules: presents the grammar rules along with examples.
f. Fill-in-the-blanks exercise: the teacher asks the students to fill some sentences which missing some words, with new vocabulary or items of a particular grammar type.
g. Memorization: the students are asked to memorize several target language vocabulary words and the equivalent of their native language, the grammatical rules, also the grammatical paradigm.
h. Use words in sentences: the students arrange sentences using new words.
i. Composition: the students are asked to write in target language based on the topic given.
2.4.2 Direct Method

The direct method is a method that uses demonstration and direct action in using the target language, without the help of students' native language to translate it. The native language should not be used in the classroom. As an example, the teacher has to demonstrate the meaning of a new word or phrase by means of realia, pictures, or pantomime, and not allowed to translate it. The teacher teaches the students to think and communicate in the target language as if they are in a real situation. They were asked to use the target language as well, instead of just demonstrating their knowledge regarding the language. The techniques could be adapt in this methods are:

a. Reading aloud: the teacher asks the students to take turn to read a passage or dialogue out loud.

b. Question and answer exercise: the students are asked questions and answer them in the target language.

c. Getting students to self-correct: the teacher has the students self-correct might ask them to choose between the answer the teacher provided and what they said.

d. Conversation practice: the students are taught to understand and answer questions contain particular grammar structure in the target language.

e. Fill-in-the-blank: the students have to fill in some sentences, and induce the grammar rule they need from examples.

f. Dictation: the teacher reads a passage three times, with different speed. The students just listen, write down what they have heard, and check their work.
g. Paragraph writing: the students are asked to write a paragraph using their own words.

2.4.3 Audio-Lingual Method

This method is also known as an oral-based approach which trains the students in using grammar sentence patterns. C. Richards & S. Rodgers (2012) says that the language is taught through intensive oral drilling of the language basic sentence pattern and systematic attention of pronunciation. It is focused on helping the students to master grammatical pattern and sound system rather than vocabulary. Audio-lingual method pays more attention to oral or aural skills. Hence, grammar patterns are presented in the form of dialogues and taught using imitation and repetition. The techniques that were used usually are:

a. Dialogue memorization: students are asked to memorize a dialogue of their role through mimicry.

b. Backward build-up (expansion) drill: the teacher breaks down the line of a dialogue into some parts, then let the students repeat them, start from the last part, until they are able to repeat the entire line.

c. Repetition drill: the teacher asks the students to repeat the teacher’s model correctly and as quickly as possible.

d. Chain drill: the teacher makes the students ask and answer questions of each other, one by one.

e. Single-slot substitution drill: the students are asked to repeat a sentence from a dialogue, then replace a word or phrase in the sentence using a word or phrase (called a cue) the teacher gives, and put it in the right place in the sentence.
f. Multiple-slot substitution drill: same as the single-slot, but the student have to recognize the cue, what part of speech it is, and where its place in the sentence.
g. Transformation drill: the drill where the teacher asks students to change one type of a sentence into another, such as passive to active or active to passive.
h. Question and answer drill: the students are given practice to answer the questions very quick.
i. Use of minimal pairs: the students are asked to see the difference between the minimal pair of words which only different in one sound.
j. Complete the dialogue: the students fill in the blanks the dialogue they have learned before with the missing words.

2.4.4 Silent Way

The goal of the silent way method is to help the students improving their skills on using the language to express their thought, perceptions, and feeling. The teacher who uses this method should only give the students what they really need in order to support their learning, and make them independent. The teachers would keep silent, create a situation where they could attentively listen to students’ speech, and silently working on it by using non-verbal gestures or tools. When the teachers speak, they only give the students clues. In the silent way method, students' native language sometimes used to give instructions.

a. Sound-color chart: using a chart contains color blocks that each of it is representing a sound in the target language, then the teacher and students later point the color block to make syllables, words, or sentences.
b. Teacher’s silence: the teacher mostly keeps silent and only gives help when it is necessary.

c. Peer correction: students help another student that faces a difficulty in a cooperative manner.

d. Self-correction gestures: the teacher uses the gesture as a signal for students. For instance, the teacher moves his or her hand forward to indicate that the students need to lengthen a particular vowel sound.

e. Word chart: the teacher and the students use word chart which the letter is colored and help their pronunciation.

f. Fidel chart: the teacher and the students use color-coded Fidel Charts to help students associate the language sounds with the spelling.

g. Structured feedback: the teacher invites the students to do an observation regarding the day’s lesson and what they have learned.

2.4.5 Desuggestopedia

Desuggestopedia is a method that helps students to conquer the psychological barriers in learning a language through their mental power. The teacher also has another goal which is to quicken the language learning process specifically for daily communication. In desuggestopedia method, the teacher’s roles are authority and security. It means that the students see the teacher as a trustworthy person that can make them feel more secure and help them to deal with the barriers. The learning process is conducted in a bright and cheerful class which has posters with grammatical information on them. The students learn using handouts which contain
dialogues in the language learned and bold notes on vocabulary and grammar. Some techniques are used, such as role-plays, dialogues with music, games, and many more.

a. Classroom set-up: create a bright and cheerful classroom environment.
b. Peripheral learning: put some posters which contain grammatical information in the classroom.
c. Positive suggestion: the teacher gives students positive suggestion that could help students to break down the barriers they bring with them.
d. Choose a new identity: the students choose a fictional name, new occupation, hometown etc. in the target language.
e. Roleplay: the teacher asks the students to act like they are someone else and perform it using the target language.
f. Primary activation: the students are asked to reread out loud a dialogue in target language, individually or in group, and read in in particular manners such as sadly, cheerfully, or angrily.
g. Creative adaptation: the students are involved in various activities that designed in order to help them learn the new materials.

2.4.6 Community Language Learning

The main purposes of Community Language Learning (CLL) are to teach the students how to communicatively use the target language, responsible for their own learning, and acquire the way to learn from each other. In this method, both students and teacher should respect one another's feeling and thoughts. It is crucial to treat each other as a whole person and give a response to students' feeling. The teacher
has a big possibility to help the students deal with negative thoughts, which might interfere with their learning, by letting them see that the teacher understands their feeling. In CLL, the teacher acts as a counsellor and support the students to overcome the struggle in learning the language. Some techniques might be used in this methods are:

a. Recording student’s conversation: records the students-generated language.
b. Transcription: transcripts the students’ recorded conversation.
c. Reflective listening: students listen to their voices on recording.
d. Small group tasks: students are divided into small groups then make a new sentences using the words taken from the transcript, then share it with the class.

2.4.7 Total Physical Response

Total Physical Response (TPR) is a method where the teacher tries to teach a language by using physical (motor) activity and oral proficiency in the beginner level which is basic speaking skills. In TPR, the main activity in the classroom is imperative drills. It is usually used to obtain the students’ physical activity and actions. Not only imperative drills, role-plays and slide presentation can also be used. The first phases in the learning process are the teacher instructs the students, and perform the actions along with them. Then, the students will perform it alone and show that they understand the instructions before. Techniques that might be used in this method are:

a. Using commands to direct behavior: the teacher gives command to the students to make them perform an action.
b. Role reversal: the teacher and the other students are commanded by a student in order to perform some actions.

c. Action sequence: the teacher gives students some connected commands while also perform them, until become a whole procedure.