

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter offers a literature review pertinent to this research. It covers both theoretical and empirical aspects. Those are teaching of ESP in Vocational High School, teaching of ESP reading, reading materials, and students' needs in reading. The subsequent sections elaborate on each of these areas:

2.1 Teaching of ESP in Vocational High School

English for Specific Purposes (ESP) teaches English as a second or foreign language, focusing on its use in particular fields or professions (Paltridge and Starfield, 2013). Many experts also simply refer to ESP instruction as a methodology. According to Nunan (2004), a prominent figure in the field, ESP represents a strategic approach in the creation of curricula, materials, teaching methods, assessments, and research, highlighting its significance as a vital element within language education.

In the same point of view, Hutchinson and Waters (1991) 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.

Moreover, when it comes to instructing ESP, it is important to recognize two sets of defining features. As outlined by Evan and John (cited in Basturkment, 2010), these include both absolute and variable characteristics. The absolute characteristics include: 1) the definition of ESP as instruction tailored to meet the precise requirements of the learner; 2) the integration of the fundamental

methodologies and activities inherent in the specific academic or professional fields it addresses; and 3) a focus on the language components (grammar, vocabulary), skills, and discourse conventions relevant to those particular activities. The variable characteristics include: 1) the potential for ESP to be linked to or specifically designed for particular academic disciplines; 2) the possibility of ESP employing teaching methodologies distinct from those used in General English, depending on the specific teaching context; 3) the likelihood of ESP being intended for adult learners, either in higher education or within professional work environments; 4) the general design of ESP for students at an intermediate or advanced proficiency level; and 5) the typical assumption in ESP courses that learners possess a foundational understanding of the language system, although it can also be adapted for beginners.

Thus, Teaching English for Specific Purposes (ESP) in vocational schools is crucial for equipping students with the language skills necessary for their specific professional fields (Normurodovna, 2025). Vocational high schools must teach English for Specific Purposes (ESP) in order to give student a language proficiency required for their particular professions. In contrast to basic English training, ESP enhances students' preparedness for the workforce by emphasizing the vocabulary, communication styles, and practical language use relevant to certain industries.

Therefore, the implementation of ESP is vital in English language education, particularly within vocational high schools, as it functions as an adaptable approach. It serves as a means to discover students' specific language learning needs and to develop curriculum, materials, teaching strategies,

assessments, and research initiatives that are directly informed by these identified needs.

2.2 Teaching of ESP Reading

Reading is a key skill taught in English for Specific Purposes (ESP), alongside other essential skills like speaking, writing, and listening. As Paltridge and Starfield (2013) note, reading, speaking, writing, vocabulary and listening are all vital components of ESP instruction.

Past studies have talked about why ESP reading is taught. Hirvela (2013) asserts that the purpose of ESP reading instruction is to equip students with better comprehension skills for their specific reading needs. It should also give students good ways to read, and what they read should fit what they need.

In another statement, Hirvela (2013) also states:

Reading can be taught by itself, together with writing, or as part of a program to improve study habits. Whether reading is taught alone or with other skills, the main goal of reading instruction is often to help students get different kinds of information from texts. This includes skills like reading quickly to get the main idea (skimming) and looking for specific information (scanning).

Cadena (2006) says that when we teach reading, it is to help students find information for different reasons. It is about talking with the text and understanding it by using what they already know and have experienced. So, ESP Reading is when students look for information in texts, like getting the main idea quickly or finding specific details for certain reasons. It is also how they connect with the text and understand it using their background knowledge and experiences, and the text should be appropriate with what the students need.

Reading skills are important because they affect both a student's grades and their personal success in life and at work. Acheaw and Larson (2014) found that reading habits influence how well students do in school. Similarly, Anderson et al. (as cited in Küçükoğlu, 2012) note that reading is a basic life skill that helps children succeed in school and throughout their lives. Essentially, if someone isn't a good reader, they're likely to miss out on feelings of success and good job opportunities. This is why reading is a key focus of this research.

2.3 Reading Materials

Reading materials encompass all items a teacher uses in their lessons, according to Ningrum (2015). This aligns with Tomlinson's (2016) statement that reading materials create any medium capable of facilitating language acquisition, including textbooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions.

According to Richards (2012), materials can be classified into three categories: printed resources like books and workbooks; non-print resources such as audio, video, and computer-based materials; and integrated resources which blend both formats, including self-access and online materials. Furthermore, Richards posits that materials not originally intended for teaching purposes, such as magazines, newspapers, and television content, can also contribute to the curriculum.

In further elaboration, Richards (2012) also distinguishes between two broad categories of materials: authentic materials and created materials. Authentic materials pertain to the utilization in instruction of texts, photographs, video

excerpts, and other educational resources not specifically developed for teaching purposes. On the other hand, created materials refer to textbooks and other instructional resources designed specifically for educational use.

2.3.1 Purposes of Reading Materials

Developing appropriate reading materials is a vital task for teachers, as these resources are fundamental to most language programs. According to Richards (2012), they provide the primary linguistic input for learners and guide classroom language practice. Additionally, Richards suggests that for new teachers, these materials can act as a professional development tool, revealing effective lesson planning, teaching strategies, and flexible instructional approaches.

Materials in English for Specific Purposes (ESP) serve important functions for teachers, acting as linguistic resources, learning aids, motivators, and reference points (Dudley-Evans and St. John, as cited in Richards, 2012). For students, these materials are often their main way of interacting with the language, aside from the teacher's direct instruction.

Therefore, materials play a crucial role in the teaching of ESP reading, as they enable instructors to prioritize the individual learning requirements of students. Effective ESP instruction relies heavily on the careful selection, adaptation, or creation of materials, on the word of Vivic (as cited in Ningrum, 2015). This material development directly reflects a well-designed curriculum and equips students with essential knowledge for their future professional lives. Ultimately, thorough material preparation by teachers is vital to ensure students achieve learning objectives that align with their future career demands.

2.3.2 Factors in Choosing Reading Materials

There are a few important factors in the selection of reading materials. Berardo (2016) posits four key criteria for this process: content suitability, exploitability, readability, and presentation.

The suitability of content is the primary factor for reading materials. This means reading texts should be engaging, relevant to students' needs, and mirror the types of materials they'll encounter outside the classroom (Berardo, 2016).

Furthermore, exploitability means that reading texts must be designed to serve specific teaching purposes, with a clear understanding of the objectives they aim to achieve and the skills or strategies they can help develop (Berardo, 2016).

Readability, as in Berardo (2016) states that when considering this, teachers should ask: is the text too easy or hard for students; is its grammar or structure too complicated; and how many new words does it have, and are those words appropriate.

Presentation is the last crucial factor for reading material. Berardo (2016) suggests that the text should appear authentic, be visually appealing, capture student attention, and motivate further reading.

In alternative perspectives, Tomlinson (2016) argues that effective reading materials should be informative (enhancing learners' understanding of the target language), instructional (guiding learners in language practice), experiential (providing learners with exposure to the language in authentic use), eliciting (motivating learners to actively use the language), and exploratory (facilitating learners' independent discovery of language features).

2.4 Students' Needs in Reading

Students' needs refer to what learners will be capable of doing with the language after finishing a course. This allows them to use the language correctly for their specific jobs or tasks (Richards, 2012). A past study by Ningrum (2015) found that what students need in reading includes having reading materials that fit their learning needs. Thus, students' reading needs are all the things they need to be able to use the reading materials they study so they can apply them in their own specific fields.

Because of this, teachers must know what their students need when teaching a language. Richards (2012) says that when making a curriculum for a school program, one of the main things to consider is understanding what the students' needs.

Richterich and Chanceril (in Richards, 2012) stated:

the needs of students can be found out by talking to the students themselves, their teachers, and their future employers. Information can also be gathered about what the school has, what the learning goals are, and how students' learning will be checked. Finding out what students need should be something that keeps happening during the whole course. It's also important to know the different ways the students will use the language.

Teachers can find out what students need by doing a Needs Analysis (NA). The NA is the first thing a teacher can do to understand what students need to learn a language. Abiri (2012) agrees that NA is the first step in ESP to create language courses that fit better and help find out what students need. Others say that NA helps find out "what" a course should teach and "how" it should be taught. It's the first step in making an ESP course, followed by planning the curriculum, choosing

materials, deciding how to teach, assessing students, and checking if it worked (Flowerdew, 2013). NA is also seen as a way to gather information about what a course should teach and what should be in it, based on what students already know and what they want to learn (Nation and Macalister, 2010).

Hutchinson and Waters (1991) divide needs into two types: target needs and learning needs. Target needs are about what the learner needs to do in the real situation where they will use the language. Learning needs are about what the learner needs to do to learn the language. For target needs, they look at: 1) Necessities: What do learners have to do with the language? For example, do they need to write answers for tests?; 2) Lacks: What are the things learners cannot do well? For example, are there parts of reading they didn't practice before?; and 3) Wants: What do the learners want to learn?

Regarding learning needs, Hutchinson and Waters (1991) suggest analyzing these by considering several key questions. This framework for understanding learning needs includes inquiries such as: What are the learners' reasons for enrolling in the course? What are their preferred or most effective learning styles? What resources are accessible for their learning? What are the characteristics of the learners themselves? And in what context, both in terms of location and timing, will the ESP course be conducted?

Furthermore, Schleppegrell and Bowman (1986) suggest that a needs assessment, which involves interviews and discussions with three key groups within the institution, can also be used to conduct a NA. These three groups are the administrators (who can provide details about the institution's expectations for

students), the subject teachers (who can offer information about the learning materials students encounter in their main subjects), and the students themselves (who can share insights into their comprehension in the classroom and their own perceived English language needs).

Therefore, performing a NA is a vital initial step in creating an ESP course. In simpler terms, the NA can serve as a method to identify students' reading needs, which in turn allows for the development of relevant learning materials tailored to these needs. The ultimate goal is to enhance students' success in learning ESP reading skills.

