CHAPTER II
THEORETICAL REVIEW

A. Perspective

1. Definition

Perspective may refer to, among, visual, graphical, aerial, distortion, geometry and many other areas. Perspective is defined as way or method to see or observe various phenomena, condition, or situation in the surroundings (Miller, 2005:n.p). It is also clarified as the way of viewing, thinking, and understanding a phenomenon based on prior experiences, understanding, and knowledge. In line with this, perspective is the base of analysis of phenomena. A phenomena is usually not only seen from a certain perspective. People may have various perspectives towards the phenomena. In other words, perspective is understood as a base of analysis which is based on internal factors such as need, suitability, knowledge, and experiences to understand and conceptualize phenomenon and reality in surroundings.

2. The Kinds of Perspective

There are four perspectives used are considered to have close relationship with education practices rather than the others. They are psychoanalysis, biology, behaviorism, and cognitive.
a. Psychoanalysis Perspective

Based on psychoanalysis perspective which was developed by Dr. Sigmund Freud, structure of one’s thinking comprises of three aspects; **id**, **ego**, and **superego**. **Id** is one’s pure personality which deals with pleasure principle; it means that **id** works to gratify one’s desire to have happiness or to lessen self-strain. Ego deals with reality principle. It is one’s awareness towards the reality. During one’s lifetime, **id** which is always looking for pleasure has to fight against **ego** which sees the reality. Another term is **superego**. **Superego** is the rules which live in the society. In this way, **superego** limits one’s **id** more powerfully than ego does.

The realization of this idea towards students’ perspectives is that the students in VHS desire the interesting and motivating reading material since they assume that reading is boring and not interesting. Moreover, the reading material should appropriate with their specialist since they are prepared to be a professional in their future job.

b. Biology Perspective

Biology perspective deals closely to the genetic influence. This perspective clarifies that each people is different. In this perspective, there is a term “natural selection” (Darwin 1959 as cited in Friedman & Schustack, 2006: 174). Natural selection refers to a technical term which sees that only certain characteristics can survive. The certain
characteristics are such as strength, perspicacity, and eagerness to be pro-active. These characteristics function as the way to hold out life.

The perspective influences the way psychologist see someone’s characters. In this way, evolutionary personality theory sees that someone’s characters are actually the result of long adaptation and have been clung to someone’s personality. Effects from surrounding may affect their characters, but it is very weak. According to the result of a research done in Minnesota (Bouchard, 1999 as cited in Friedman & Schustack, 2006: 188), two men, Jack and Oscar, who are identical twins (have the same gen because they are from monozygotic) and were separated since they were born, have the same personality. Their personality indeed less resembles than those who were grown up together. However their personality is significantly greater than those who were fraternal twins. This result clarifies that external factors only give a very limited influence.

The realization of this idea that every students has different needs that affect the different perspectives. Since in the VHS has different some majors so the students’ need is also different based on their vocational fields or major.

c. Behaviorism Perspective

Behaviorism perspective is based on John Locke opinion which was further developed by Ivan Petrovitch Pavlov. This perspective sees that an individual is a tabularasa or blank paper
where experiences are going to be written on it (Friedman & Schustack, 2006: 226). Based on this point of view, student is seen as a tabularasa (blank board) which has had some experience written on it.

In this perspective toward students’ perspectives towards reading material is that the students initially has not enough knowledge or vocabulary in reading, consequently they should get various knowledge or vocabulary by reading. Reading is one of receptive skills that they have to more practice to enrich their vocabulary mastery. Teachers are asked to motivate the students by using various reading materials. Moreover, teachers try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

d. Cognitive Perspective

This perspective, which was developed by Albert Bandura, put its attention on observational learning. Observational learning is a process of learning by observing someone doing something; a learning without doing any action nor getting any reinforcement or punishment.

From this perspective, students are seen to have a set of thinking (cognitive) which is used to perceive, evaluate, and regulate their own behavior to be appropriate to their society and be effective to achieve their objectives. This set of cognitive is called self-system.
By having this self-system, individual is not only influenced by external factor like punishment and reinforcement but also by internal factors, such as expectancy, reinforcement, thought, plan, and objective.

Cognitive aspect related to students’ perspectives towards ESP based reading materials that the students are demanded to know their need in learning reading and understand their nature of their subject area or major. Since, the context and method are based on the learner’s reason for learning. The students have to know their objectives in learning reading according to their vocation that related to their job future. Moreover, the materials have to be appropriate with students’ specialism or major.

B. VHS Students’ Perspectives Towards Reading Materials

Learning English for VHS students is believed to be necessary and important for their specialty, (present or future) jobs, communication, reading articles for studies of other subjects. Thus, analysis of their needs is investigated, according to Pranckevičiūtė and Zajankauskaitė (2012), it is found that they need to master receptive skills (listening and reading) and productive skills (speaking and writing). They also need to have more time allotment for practicing their receptive skills which can enrich their vocabulary mastery or specialized lexis from general and professional point of view. For productive skills, the students need more activity to practice. Then, the students also should be facilitated with motivating book and modified in
some aspects. Students also need more books or reading materials which improved their vocabulary. Here, some of the students learnt it for reading articles, memorizing sentence structure, working with dictionaries, etc. Moreover, in learning the language they also sometimes need it to make practice by using course book, dictionary, scientific publication, and articles. Certainly, they have to read a lot for their studies, and they have been practicing this skill most.

There are some specific needs of VHS or ESP for instance; engineers need to write internal memos, reports, funding application; nurses need to write summaries of patient records, produce prescriptions in the absence of a doctor (in approved cases), fill out specialist charts with precision and linguistic accuracy; and doctors need to write academic articles (for international recognition and career progression), medical reports, internal memos. To know whether the reading material is appropriate to their needs or not, there are some indicators of students’ need in reading as stated by Jeremy (2011: 3) as follow:

a. Information context

Reading is one of compulsory English skills that should be mastered by students. By reading, people can find information and understand the general information of a text. Hence, reading material especially for VHS students as ESP learners have to have highlighting comprehension and create language awareness. Reading material for VHS should provide the students very helpful in understanding the meaning of unknown words so it should be more reflect to real language. Berardo (2006) states that using
picture, charts and photograph can build a context for the text being presented.

One of the characteristics of ESP is that the content is related in theme, topic, discipline, occupation, and activity. Moreover, the topics or themes in the reading materials have to be relevant to the students’ major.

ESP students learn material focuses not only theoretically but also practically. It is also included as one of characteristics of ESP as stated by Dudle-Evans & St. John as cited in Chinhuyang Liu (2007: 11).

b. New specialized lexical vocabulary.

The other purposes of reading are also learning and finding new vocabulary. The good choice of reading material will help the students in learning process. It is more appropriate when a new vocabulary and grammatical structure are to be introduced or reinforced. Reading materials are necessary and important to communicate a set of professional skills and to perform particular job-related function. Students also need to have more time allotment for practicing their reading which can enrich their vocabulary mastery or specialized lexis from general and professional point of view.

Reading materials for VHS students have to contain vocabularies which related to the students’ vocational field. It is very helpful for them in maximizing their vocational disciplines. Reading materials which contain specialized vocabulary will give positive effects and benefits for the students especially in learning their major.
c. Cultural content

Reading materials for VHS have to provide opportunities to introduce cultural issues. It should show the students the real samples of language. On the other hand, reading materials should give the proof that the language is real and not only studied in the classroom.

Harding (2007: 10) emphasized that reading materials for VHS students have to try to take the classroom into the real world that the students inhabit being their real world into the classroom.

VHS students as ESP learners who learn English as their job future professionalism have to get the texts that seem very like what the students may face in the real world as the real language use reflection, Berardo (2006).

d. Interest

Reading as one of language skills should provide reading material or text which is interesting. According to Ws Winkel (2004: 188) and Slameto Hilgard (2005: 57) in Subur (2014: 16), interest is the tendency of feeling interested towards certain subject and pleased to learn about it. It implies that interest is the willingness of something that encourages someone to do something or to learn something that they want. Interest will motivate them to do what they want to do and will be the power in doing something. Subur (2014) states that interest is very important in affecting the motivation to read.

Interesting reading materials should present real language. Using variety of texts can make the students more interesting and students will be
interested in reading when finding the various texts or different contents. Interest in reading will be very important to be had by the students since interest in reading will boost them to read various texts and indirectly will create a reading habit for them.

e. Motivation

Reading is important for VHS students as ESP learners. Thus, reading material should motivate the students to read more and more. Motivating students to read can build students habit to read. The students should know the various language outside the class so that they will be motivated. The variety of text is very good for students to improve their motivation in reading. The students will get so much knowledge from various text and they will realize that various text can give motivation to read. Reading material is also have to prof that the language is used for real life purpose by real people. Giving pictures in reading text will have motivation in what they are reading.

Students will be motivated to do something when they do their favorite thing or they do something to fulfill their need. Motivation is a shove or encouragement in someone which is to try to make his/her behavior better in order to fulfill his/her need, (Uno, 2011: 3).

C. English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an approach to language teaching which aims to unify the need of particular learners. In other words, ESP is course which aimed at meeting the students’ needs and objectives and which
were consequently tailored to students’ need and objectives. Hence, content selection was done based on learners’ communicative needs (Carter & Nunan, 2001).

Having begun in 1960s, ESP is considered as one of the most significant areas in language teaching field which was in reality teaching languages towards learner’s needs in order to economize the instruction of the language and for the optimization of the learning process (Farhady, 2005: 8). Hence, ESP is designed to build up students’ skill in order to enable them to communicate in English language and the materials that are included are basically chosen based on the learners’ area of professional expertise. (Tarnopolsky, 2009). Dudley-Evans and St. John as cited in Chihyang Liu (2007: 11) argue that the teaching ESP is considered a separate activity within English Language Teaching (ELT) and part of a more general language teaching movement called “Language for Specific Purposes” (LSP), which focuses not only on the teaching of English, but also on the practices.

ESP can be defined a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English, English for Mechanic, English for waiters, English for tourism, English for Art Purposes, English for secretary, English for lawyer, etc.

ESP is generally used to teaching and learning of foreign language for a clearly utilitarian purposes of which there is no doubt. Hence, ESP has to consider the students’ need and students’ reason in learning. Though the content of learning may vary, there is no reason to suppose that the process of
learning should be any difference for the ESP students than for the English for General students. ESP differs from EGP in the sense that the words and sentences which are learnt and the subject matter discussed are all relevant to a particular field or discipline. ESP courses make use of vocabulary tasks related to the field. Thus, ESP should meet the learners’ specified needs and make the learners learn something based on their reason for learning. Understood properly, ESP is an approach to language learning, which is based on students’ needs.

1. The Characteristics of ESP

There are some characteristics of ESP:

a. ESP is designed to meet specified needs of the learners;

b. ESP is related in content that is in its themes and topics, to particular disciplines, occupations, and activities;

c. ESP learns material not only theoretically but also practically;

d. ESP is in contrast with general English;

e. ESP may be restricted as to the learning skills to be learnt; and

f. ESP may not be taught according to any preordained methodology.

D. Reading Materials for VHS

Reading is a receptive skill that is known as the most uninterested for VHS students, since they taught that reading is a complicated activity, starting from understanding the meaning to vocabulary. Thus, it is suggested to use authentic material; Nunan (1989) as cited in Adams (1995) refers to authentic materials as any material that has not been specifically produced for the
purpose of language teaching. Little et al (1988, as cited in Guariento & Morley, 2001) define authentic materials as those that have been produced to fulfill some social purpose in the language community in which they were produced. Bacon and Finnemann (1990) define authentic materials as texts produced by native speakers for non-pedagogical purposes. In other words, authentic material is match to VHS need who learns English language to their real world. Hence, Harding (2007: 10) in Muliyah (2015: 4) emphasizing some indicators of appropriate reading material for VHS students as follows:

a. Think about what is needed.
b. Understand the nature of your students’ subject area or vocation.
c. Spend time working out their language needs in relation to the subject.
d. Use contexts, texts, and situations from the students’ subject area.
e. Exploit materials that the students use in their specialism or vocation.
f. Make the tasks as well as the texts.
g. Motivate the students with variety, relevance, and fun.
h. Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

The guidelines above are focused to learner centered approach which is mainly based on learner needs and purposes for studying English, so that it seems suitable base for the implementation and introduction of authentic materials. Thus without losing time which is an important issue in ESP courses the learners will be directly taught the materials which they need in the real world and includes the learners’ job settings.