

CHAPTER II

LITERATURE REVIEW

2.1. English for Specific Purpose

English for Specific Purpose, or ESP, is a type of English language learning in which activities are tailored to specific groups and learning contexts. In this case, English for Specific Purpose necessitates not only knowledge of a specific aspect of the English language, but also competency in the skills required to use this language, as well as a sufficient understanding of the contexts in which it is found (Trisyanti, U: 2009). Then Hutchinson and Waters (1987, p.19) stated that ESP is an approach to language teaching in which all content and method decisions are based on the learner's reason to learn. whereas the aim of the ESP is to provide learners with the kind of language they need in a particular field, vocation or occupation (Agustina, 2014). Furthermore, Dudley-Evans and St. John (1998: 4) believe that ESP should reflect the fact that much ESP instruction, particularly when it is specific to a specific trade or study, employs a technique that differs from that used in General Purpose English teaching. Moreover, Strevens cited in Richards(2001:26) mentioned that the content of an ESP course is determined by the learners' purpose, basic skills, grammatical selection, including vocabulary and grammatical patterns, language functions, topics and themes linked to the learners' purpose, and communication needs.

Furthermore, Carver (1983) viewed the characteristics of ESP as being authentic materials, with a purpose related to orientation and self-direction. Authentic materials are defined as the actual use of texts and tasks. If we accept the notion that ESP courses should be delivered at an intermediate or advanced level, we can employ authentic learning resources. It is common in ESP to use such materials, whether modified or unaltered by professors, particularly in

self-directed studies or research activities. Students are often encouraged to conduct research using a variety of resources, including the Internet. Purpose-related orientation refers to the simulation of communicative tasks demanded by the target situation. Here, the teacher could provide different tasks to students in order to simulate conference preparation, which includes paper preparation, reading, note-taking, and writing; and 3) Self-direction means that ESP is concerned with converting learners into users. On the other hand, Dudley–Evans & St. John (1998) followed Strevens (1988) saw the characteristics of ESP as a comprehensive definition listed on both absolute and variable characteristics as follows:

Absolute Characteristics:

- ❖ ESP is designed to meet the specific needs of the learner.
- ❖ ESP makes use of the underlying methodology and activities of the disciplines that it serves.
- ❖ ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

Variable Characteristics:

- ❖ ESP may be related to or designed for specific disciplines.
- ❖ ESP may use, in specific teaching situations, a different methodology from that of General English.

Given the characteristics above, Dudley Evans (1998) has argued that ESP should be recommended at a secondary or intermediate level. Carver (1983) identifies three types of ESP in English: English as a restricted language; English for Academic and Occupational Purposes; and English with specific topics. In other words, Hutchinson and Waters (1987) classified the types of ESP into a branch of the tree in which there are two types of ESP depending on

whether the learner needs English for academic study (EAP: English for Academic Purposes) or for work training (EOP/EVP/VESL: English for Occupation Purposes/Vocational English as a Second Language). Furthermore, the general nature of the learners' specialism can be used to differentiate ESP courses at the next level down. Typically, three broad categories are identified: EST (English for Science and Technology), EBE (English for Business and Economics), and ESS, which are all acronyms for English for Science and Technology, English for Business and Economics, and English for Science and Technology, respectively (English for the Social Science). Rather than a product, ESP must be seen as an approach.

2.2. English Learning at Vocational School

Learning English for Vocational High School (SMK) is different from learning English for Senior High School (SMA). whereas vocational students are expected to have practical skills that prepare them to work in the business and industrial world (DUDI). According to Fuller (2015), the goal is to prepare human resources who are ready to work by providing learning programmes focused on specific careers in accordance with the chosen study programme. Furthermore, Deutscher & Winther (2018) define a vocational school as a place where students can receive training in order to improve their vocational knowledge and abilities. In line with the study of Hutauruk's, which pointed to the adolescent vocational students between the ages of 15 and 20, as the subject, showed difficulties in learning English at this problematic age. In fact, students may believe that learning a foreign language isn't necessary for their future career (Hutauruk: 2015). Consequently, learning English must adjust to students' needs as well as fulfil industry needs . To support the learning process as well as motivate the vocational students, the role of ESP teachers should be considered. According to Dudley Evans and St. John (1998) , there are five

major roles for an ESP practitioner as followed: course designer, teacher, researcher, collaborator, and evaluator.

2.3. Discovery Learning

Discovery learning is a learning model that encourages students to develop themselves through scenarios in which students may gain experiences to learn on their own and where the teacher does not provide course content. According to Hammer (1997), discovery learning is designed to encourage students in inquiry through which the teacher and materials guide the students to "discover" the intended content. In other words, the discovery learning model in the teaching and learning process does not present the entire material to the students, but rather a formulation of the problem prepared by the teacher (Apriyanti : 2019). As a result, the students become autonomous learners by having the critical skills to relate the problem to real life. According to Pappas (2014), the Discovery learning model involves the following five principles: problem solving, learner management, integrating and connecting, information analysis, and failure and feedback.

2.3.1. Characteristic of Discovery Learning

Discovery learning differs from traditional classroom learning in several ways. It has three main characteristics based on Bicknell-Holmes & Hoffman (2000) cited in Castronova, Joyce A., as follows:

- Students create, integrate, and generalise knowledge through exploration and problem solving.
- Activities that are student-driven and interest-based, with the student determining the sequence and frequency
- Activities designed to promote the incorporation of new knowledge into the learner's existing knowledge base

To get a more comprehensive overview and understanding of the implementation of discovery learning, Bonwell et al. (1998) defined the following, which are the five major differences between discovery learning and traditional learning:

- Learning is an active process as opposed to a passive one
- Learning is a process, not a product.
- Failure is critical, and feedback is required.
- Deeper comprehension

2.3.2. Steps the Implementation of Discovery Learning

According to the Badan Pengembangan Sumber Daya Pendidikan Manusia dan Kebudayaan dan Penjamin Mutu Pendidikan (2013) showed that Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization are all steps that must be taken when implementing the discovery learning model.

Stimulation serves to create the right environment for educational interactions that can advance and help students explore the subject. The questioning method can be applied here as a form of stimulation. By posing inquiries that can make students aware of their own internal circumstances, which promote exploration.

The teacher then gives the students the chance to identify as many problem agendas as they can that are pertinent to the subject matter after the stimulation, and one of them is chosen and formed into a hypothesis (a temporary answer to the problem question). They must then be formulated as questions or hypotheses, i.e., statements that serve as interim answers to the posed questions, in accordance with the chosen problems. Giving students the chance to recognise and evaluate the issues they encounter is an effective method for developing their problem-finding skills.

The teacher offers students chances to gather as much pertinent data as they can during the exploration in order to establish the validity of the hypothesis. The data collection stages include this stage. The purpose at this point is to provide clarification or demonstrate the validity of the hypothesis. Students are thus given the chance to gather a variety of pertinent information, read literature, observe objects, interview resource people, try out themselves, and other activities. As a result of this stage, students actively learn to look for connections between the problems at hand and their prior knowledge, unintentionally connecting the two.

Data processing is also known as coding, categorization, or coding, and it is used to create concepts and generalisations. Data processing involves organising and analysing information that students have collected through interviews, observations, and other methods before being interpreted. All data from readings, interviews, observations, and other sources is processed, randomised, classified, tabulated, if necessary, calculated, and interpreted with a certain degree of confidence. Students will learn new information from these generalisations about potential remedies or answers that demand logical proof.

According to Bruner, if the teacher gives students the chance to discover a concept, theory, rule, or understanding through examples that he encounters in his life, the learning process will proceed smoothly and creatively. The previously formulated statements or hypotheses are then evaluated to see if they are answered or proven based on the outcomes of processing the available information.

The generalisation stage, also known as drawing conclusions, is the process of coming to a conclusion that, while taking into account the findings of verification, can be applied as a general principle to all

events or the same problem. The generalization's underlying principles are formulated in light of the verification results. The generalisation process, which emphasises the importance of mastering the lesson on the broad meanings and rules or principles that underlie one's experience as well as the importance of the process of organising and generalising from that experience, must be attended to by students after drawing conclusions.

2.3.3. The advantages and disadvantages Discovery Learning

Discovery Learning (DL) is a way to convey ideas or ideas through discovery (Prasetyana et al., 2015). Furthermore, Akinbobola & Afolabi (2010) cited in Prasetyana et al. (2015) described how the use of the discovery approach could engage students in problem solving, independent learning, critical thinking, understanding, and creative learning. Moreover, Prasetyana (2015) added that this approach could motivate the students' learning process, awaken curiosity, as well as enhance the students' ability to remember knowledge for a longer period of time. Though they become individuals as a result of their own self-discovery. In this case, the students who have high abilities would not like to share with students who have low abilities. In other words, Bonwell (1998) cited in Castronova (2002) showed that there are three main reasons teachers do not use discovery learning in their classrooms: 1) discovery learning will not cover the course content; 2) discovery learning will require too much preparation and learning time; or 3) class sizes are too large or too small to allow the strategy's use.

2.4. Learning Theory

Making mental connections is a crucial aspect of the learning process. In order for learning to be successful, connections must be made between the new and the familiar, between what is being learned and the learner's life, and between the learning experience and its potential future value. In other words, understanding the structure and process of the mind, rather than analysing the nature of language, is the key to successful language learning and teaching (Hutchinson and Waters, 1987). Additionally, Richards (2006) looked at language learning as a result of a process like:

- ❖ Interaction between language learners and language users
- ❖ Meaning-making in collaboration
- ❖ Using language to create meaningful and purposeful communication
- ❖ As the learner and his or her interlocutor come to an understanding, there is a process of meaning negotiation.
- ❖ Attending to the feedback that learners receive when they use the language is a good way to learn.
- ❖ Observing the language one hears (input) and attempting to incorporate new forms into one's developing communicative competence
- ❖ Trying out different ways of saying things and experimenting with them

2.5. Need Analysis

Need analysis is a series of techniques for defining the parameters of a course (Nunan, 1988). The purpose of the needs analysis is to gather information about learners' needs and learning needs. Brown (1995) identifies the term "need analysis" as activities involved in gathering information that will be used for designing or reviewing a curriculum that meets the learning needs of the learners. In line with Richards (2001), he proposes that the process of

curriculum development involves interrelated elements of need analysis, goal placement, implementation, and programme evaluation. The information resulting from the need analysis is very useful for developing the curriculum and syllabus and also for preparing the teaching materials (Crookers & Schmidt, 1991; Dooley, 2010). According to Chostelidou (2010), need analysis meets the requirement for the development of a highly specific ESP syllabus with a clear focus on the target discipline. In addition, Widodo and Pusporini (2010) add that needs analysis aims to "bridge a gap between an insider's assumption and an outsider's perspective."

Furthermore, Hutchinson and Waters (1987) stated that there are 2 kinds of need analysis, namely: target needs reflect what the learner's activities should do in the target situation, and learning needs mean what the learner needs to do in order to learn. As mentioned below, the analysis of the target needs is divided into three categories: necessities, deficiencies, and wants:

- ❖ Necessities referred to things that students need. The type of need that is determined by the demands of the target situation. It is a matter of observing the situations in which the learner will be required to function and then analysing the constituent parts of those situations.
- ❖ There are gaps between the target proficiency and the learner's current proficiency. Here, teachers need to know what the learner knows already, so that the teacher can then decide which of the necessities the learner lacks. One target situation requirement could be to read text in a specific subject area. Whether or not the learners require instruction in doing this will be determined by how well they can already do it. In other words, the target proficiency must be matched against the learners' existing proficiency. (Hutchinson, Waters, and Breen, 1979), cited in Hutchinson and Waters (1987).

- ❖ Wants are concerned with the understanding of needs that characterise the ESP situation. The "necessities" of the target situation may be well known to learners, and they are almost certain to be aware of their own "lacks" as well. However, it's possible that the learners' perspectives and those of other interested parties, like course designers, sponsors, and teachers, will diverge. Ideal desires must therefore include all groups interested in implementing ESP (Agustina, 2014).

Accordingly, Salehi (2010) looked into the English language requirements of engineering students. The results indicated that Sharif's students needed more speaking assignments in their curriculum, that translation was not regarded as important for their future employment, or that technical writing was extremely important but was not given any consideration in their curriculum. The study's findings suggest that learners should be at the centre of any programme that specifies the content of the syllabus, taking into account language abilities, structures, functions, notions, topics, themes, situations, and interlocutors (Agustina, 2014).

2.6. Core Competence, Basic Competence and Learning Outcome

Core competencies can be interpreted as qualities that must be achieved by a student through an active learning process. Core competence is the level of ability to achieve Graduate Competency Standards that must be possessed by a student at each grade level or programme (Andi Prastowo, Planning). The Core Competencies function as an organising element for basic competencies. Basic Competence is the relationship between the Basic Competence content of one class or level of education and the class/level above it so that it fulfils the learning principle, namely that there is a continuous accumulation of content that students learn. Basic Competencies are competencies for each subject for

each class derived from Core Competencies. Basic competence is a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting (Mulyasa, 2013: 66). Nowadays both core competencies and basic competencies are merged into a new term, namely "Capaian Pembelajaran (Learning Outcomes)".

2.7. Syllabus Design

The syllabus has become an important part of the teaching and learning process. A syllabus serves as the foundation for creating and developing learning materials. According to Robinson (1991), the syllabus serves primarily as a course map in teaching and learning. Moreover, Hutchinson and Waters (1987, p. 80) added that syllabus design is defined as a document that indicates what will (or should) be learned. The absence of a syllabus has a negative impact on teaching and learning activities such as developing a course objective, selecting content, sequencing learning activities, monitoring progress, and administering assessments (Dewi: 2019). As Hutchinson and Waters (1987, p. 84) described the noteworthy features of the existence of a syllabus, they are: 1) as a result, a syllabus serves as a practical foundation for assessment, textbooks, and so on; 2) support for both teachers and students in language learning tasks appears manageable; and 3) a syllabus, particularly an ESP syllabus, serves a cosmetic function. Here, promoters and students alike will want assurance that their money and/or time will be well spent. At the very least, the syllabus demonstrates that some thought and planning went into the creation of a course. This aspect is undoubtedly especially significant when there are commercial sponsors involved.

To assist students in acquiring the necessary English skills or competencies for employment after graduation, an efficient curriculum and syllabus must be created. Citation from Chunling et al. by Hamida et al. (2014). Kaur and Khan

(2010) recommend focusing on the primary issue of analysing learners' specific needs when designing an appropriate ESP syllabus. Besides, it must be obtained through need analysis (Boroujeni & Fard, 2013; Li, 2014). Individual differences cannot be accommodated by syllables, and a syllabus is never more than a declaration of a teaching ideal (Hutchinson and Waters, 1987).

2.8. Material Development

In general, teaching materials serve as the foundation for much of the language input that learners receive as well as the language practise that is practised in the classroom (Ahmad: 2017). Tomlinson (2013, p. 2) describes materials as anything that can be used to aid in the learning of a language. It can be linguistic, visual, auditory, or kinaesthetic, and it can be delivered in print, live performance, etc. Then the materials provide experience of the language in use and help learners to make discoveries about the language for themselves. In fact, the materials should cover needs and wants in accordance with the practise of education, both for teachers and learners. Here, material development is both a theoretical and practical effort. It studies the principles and procedures of designing, implementing, and evaluating language teaching materials as a field. As a practical undertaking, it entails lecturers producing, evaluating, and adapting language teaching materials for their own classrooms, as well as materials writers producing materials for sale or distribution (Tomlinson, 2013). Moreover, Nikoopour & Farsani (2011) mention that, ideally, these two aspects of material development are interactive in the sense that theoretical studies inform and are informed by the development and use of classroom materials. Furthermore Tomlinson (2013) explained that collaboration through groups of teachers in inspiring ideas, maintaining creative energy, connecting their material with actual learners who will use it, and suggesting useful improvements to the respective material, tends to result in a maximum achievement in developing the material.

The Directorate of High School Construction (2008) explained that there are several reasons why developing teaching materials is necessary. First off, it is the availability of materials as required by the curriculum, which means that learning materials must be developed in accordance with the curriculum. Second, the target characteristics, as well as the developed materials, can be tailored to the students' characteristics as a target, such as the students' social environment, cultural background, geographic location, or developmental stage. Third, the creation of teaching materials should be capable of responding to or resolving problems or difficulties in learning. Therefore, the development of teaching materials in schools must pay attention to the students' characteristics and needs as outlined in the curriculum, which necessitates greater student participation and activation in the learning process (Rahayu, N. et al., 2020).

In addition, Richards (2001) stated there are four advantages to developing materials, which are as follows: 1) Relevance implies that materials will be more relevant to the needs of students and institutions, reflecting local content, problems, and fears. 2) Develop expertise, which aids other members of the staff in improving their language skills by providing them with a better understanding of the characteristics of effective materials; 3) Reputation demonstrated that it will demonstrate a commitment to language teaching by providing students with relevant, specialized, and contextualised materials; and 4) Flexibility demonstrated that the materials produced are more flexible than a commercial course book in that they can be revised or modified.

2.9. Unit Development

2.9.1. Model of Unit

According to Hutchinson and Waters (1987), to start writing the materials, a material developer should create the framework as the basis of materials writing. The framework should, at least, have four elements: input, content focus, language focus, and task.

- 1) Input :Text, dialogue, diagrams, and other forms of communication data can be used as input. It includes activity stimulus materials, new language items, correct language use models, and a communication topic.
- 2) Content focus : Language is used to convey information and feelings through communication. As a result, non-linguistic content can be used in the classroom to generate meaningful communication.
- 3) Language focus : Language knowledge is provided in order to achieve the goal of language learning, which is to enable learners to correctly use the language.
- 4) Task : The communicative tasks are used to force the learner to use their content and language knowledge in the classroom.

2.10. Task Developed

A textbook is usually made up of several units, and each unit is made up of several tasks. Nunan (2004) defines tasks as "a component of classroom work that requires students to understand, manipulate, produce, or interact in the target language while focusing their attention on the meaning of the form".

2.10.1. Task Components

Nunan (2004) divides tasks into six components: goals, input, procedures, learner roles, teacher roles, and setting. Goals, in fact, represent the overall intention toward tasks; they also serve as a direct link between tasks and the curriculum. After determining the needs of the learners, goals can be established. As a result, it can be written both implicitly and explicitly, and it can refer to a variety of

general outcomes (communicative, cognitive, or affective). Input refers to data in the form of oral, written, visual, and audio input that defines the tasks. Input for communicative tasks can come from a variety of sources, including magazines, newspapers, postcards, memos, driving licences, and other clearly authentic sources.

Nunan (2004) defines formalised formalised formalised formalised formalised formalised formal. Procedures define what students must do with the input. Furthermore the roles of learners and teachers refer to the parts of them that carry out tasks, as well as the interpersonal and social relationship that exists between the teacher and the learners while performing a task. The success of the tasks will be determined by how well the teacher and students perform their roles. In communicative classroom activities, the teacher serves as a facilitator of the communicative process, as well as a participant, observer, and learner. Nunan (2004) defines formalised formalised formalised formalised formalised formalised formalised formal. The "setting" is the arrangement of the classroom to influence interaction in tasks. It is concerned with how the students will complete the tasks, where they will complete the tasks, and how the students will complete the tasks; individually, in pairs, or in small groups.

2.10.2. Task Types

There are two types of tasks that can be usefully distinguished: pedagogical tasks and real-world tasks. A pedagogical task is one that is specifically designed for the classroom context and necessitates learners' interactional strategies as well as the use of specific language types (skills, grammar, vocabulary). According to

Richard (2006), a pedagogical task is one in which two students must find differences between two similar images. Real-world tasks are the second type of task. It refers to language use outside of the classroom that could be considered practise for real-world tasks, such as a role-playing exercise in which two students must act out a job interview.

2.11. Material Evaluation

Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials (Tomlinson:). In this way, greater validity and reliability can be achieved and fewer mistakes are likely to be made. Therefore, Tomlinson (2013) showed that an evaluator could be a learner, a teacher, an editor, a researcher, a Director of Studies, or an English Inspector as an evaluator. Then the evaluator could be doing a mental evaluation in a bookstore, filling out a short questionnaire in class, or conducting a rigorous, empirical analysis of data gathered from a large sample of material users. Besides that, evaluate the materials before they are used, while they are being used, or after they have been used. Here, Tomlinson (2013) mentiod that the most effective way to conduct an evaluation is to:

- Ensure that there is more than one evaluator;
- Discuss the criteria to ensure equivalence of interpretation;
- Answer the criteria independently and in isolation from the other evaluator(s); and
- Answer the criteria independently and in isolation from the other evaluator(s).
- In a large evaluation, focus on a typical unit for each level (and then check its typicality by comparing it to other units);
- assign a score to each criterion (with some sets of criteria weighted more heavily than others);

- write comments at the end of each category;
- aggregate each evaluator's scores for each criterion, category of criteria, and set of criteria and then average the scores;
- record the comments shared by the evaluators; and
- write a joint report

2.12. Previous Studies

Developing an English material module based on needs analysis has been one of the most popular research topics in ESP. A number of these studies have been conducted all over the world. Here are several kinds of research and development toward the ESP module that have already been conducted as previous studies as follows:

1. Tinh, Lee. (2015). *Need Analysis Of English For Mechanical Engineering Students In The Vietnamese Context*. Victoria University Of Wellington.

This research is used to identify the needs analysis of English for mechanical engineering students in a Vietnamese context. Participants were mechanical engineers from four different companies in Vietnam's north and centre. In this study, data was gathered using three different methods: questionnaires, interviews, and observations. The survey's primary goal was to learn more about the English communication needs as perceived by mechanical engineers, including the types of English they used, how often they did so, how they used it, and in what circumstances. Findings showed that for mechanical engineers to perform their work effectively, they needed to have strong listening, speaking, reading, and writing skills in English.

2. Rahayu, N., Wigati, F. A., Suharti, D. S., Pohan, E. (2020). *ESP Textbook Development for Vocational School in Indonesia*. Proceedings

of the 5th NA International Conference on Industrial Engineering and Operations Management

In an Indonesian vocational school, the importance of textbooks for English language teaching (ELT) cannot be disputed. This paper highlights the literature review as a research methodology and offers suggestions for ESP textbook development issues. The data was taken from a few pertinent sources. The findings discussed the rationale behind creating an ESP textbook for vocational schools as well as the standards for choosing textbooks, creating instructional materials, and developing development plans. The materials also allow students to practise language outside of the classroom, to activate the acquisition process, to concentrate on the linguistic system, to manipulate a specific linguistic feature, and to exchange meaning.

3. Kusumawati, F.P., Darmawan & Latifah. (2018). Developing English for Specific Purposes (ESP) Module for Computer Science Students' Vocabulary Mastery. *English Language Teaching Educational Journal (ELTEJ)*. 1 (1). Pp. 13 – 21

The background of this study was that students lacked vocabulary, their vocabulary mastery was still low, most students had low learning motivation, and it was difficult for them to translate computer science terms into English. Furthermore, it was difficult for the students to learn English (ESP) because the book they were using only contained exercises and little material explanation. This research aimed to create an instructional medium (a module) that allows students to independently practise and improve their vocabulary. Then the researcher used a questionnaire and an interview as the technique of collecting data in which the questionnaire is used to discover about student reactions to learning English for vocabulary mastery by using Module media as a source of independent learning and the interview is used to grasp more

about the media that was previously used and also to determine the extent to which students are interested in learning English. Moreover, the model used in this development research was adopted from the ADDIE model, which covered five stages, namely analysis, design, development, implementation, and evaluation.

4. Etfita, F. & Wahyuni, S. 2020. Developing English Learning Materials for Mechanical Engineering Students Using Padlet. *International Journal of Interactive Mobile Technologies*.

This research and development is carried out to design specific topics in the English Specific for Academic Purposes textbook materials. Early, An interview with some English lecturers of Mechanical Engineering in Universitas Islam Riau has been conducted, and it has been found that, unfortunately, English teaching materials are not suitable for students. One of the problems is that the materials used by lecturers continue to use general English. There is no particular English vocabulary available, whereas English vocabulary and learning materials will be distinct in each unit that the learners will need in their future occupation. Then, there was no major source for English learning materials. Using inappropriate materials may discourage students from developing their communication skills, particularly while using English in their field of work. If this condition occurs, English teaching purposes will not be attained. In fact, the researcher used observation and questionnaires as primary methods, with documentation and interviews as supplements. In developing the material, the researcher takes on the Borg and Gall model, which consists of five stages, namely: need analysis, planning, designing the materials, material evaluation, and revising. As a result, there were six units of English learning materials in the form of spoken, written, and grammar explanations as well.

5. Novitasari, N.F., Lailiyah,S. (2020). Developing an ESP Module for English Course Participants at Unars: A Bridge to Creating Powerful Speakers. International Seminar on Language, Education, and Culture.

The main reason for this study is that few UNARS lecturers have presented in international seminars. The ESP module that focuses on discussing guidance on being a presenter in an academic context, such as in international seminars, is unavailable. This study was carried out under the R&D umbrella with the goal of creating an English module for English students at the LanguageCenter of UNARS that covers the basic principles of public speaking using the ADDIE development model. Analyze, design, develop, implement, and evaluate were the steps in the ADDIE model. Then the data in this study was quantitatively and qualitatively analysed. In contrast with other research, this module was validated and tested twice.

6. Dewi, Y.N., Masrill, M., et al. (2019). The Development of E – Module English Specific Purpose based on Computer Application for Vocational High School Students. Workshop on Engineering, Education, Applied Science and Technology. Journal of Physics: Conference Series.

This research was aimed at the design of an e-module for Vocational High School Audio Visual Students in English Subjects and to know whether there is improvement in students' interest and ability in English or not. Here, the E-module was proposed not only to students but also to teachers. Furthermore, the Four-D Model is being used to develop the E-Module English Specific Purpose based on computer applications. They were: define, design, develop, and disseminate.

In fact, all audio visual majors from Padang City and Pariaman Vocational High Schools (SMKs) were included in this study, despite the fact that there were only three schools with audio visual majors covered, namely SMK 1 Padang, SMK 4 Padang, and SMK 4 Kota Pariaman,

based on purposive sampling. Then, in this research, the stage of validity test invites not only English language students from Andalas University, but also one student from Information Systems University of Putra Indonesia as the validator. The results of the ESP e-module validation test were carried out through 4 aspects, namely: Physical Quality/Display, Material Quality, Quality of Purpose and Role, and Instructional Quality.

7. Sumarsono, Puji., Masyhud, Wardhani,A., Farah.R.R. (2017). The Development of Authentic English Language Teaching (ELT) Textbook of Vocational School. *International Journal of English Research*. Vol. 3 (6). 29 – 31

One of the backgrounds in this study comes from the number of vocational schools which are unable to provide reliable textbooks relevant to students' and industry needs. In fact, the problem is similar to the purpose of this study in that there aren't enough authenticated resources for students learning English other than government or private books to support their learning. Furthermore, the book's content does not always meet the needs of students and industry. Hence, this research is used to identify a good form of authentic ELT textbook for vocational school, especially for the subjects of Automation and Management Office. While the researcher used interviews and document analysis as research instruments in this study, Then the interview was conducted with English instructors at the Automation and Management Office, and the document analysis covered the curriculum of the Automation and Management Office. It includes a syllabus as well as a course outline.

8. Imron, A., Asri, A.N., and Suryadi, S.B. (2021). Developing of English Teaching Module for Electrical Engineering Study Program. Politeknik Negeri Malang.

The background of this research is used to develop new teaching modules that are interactive, effective, and efficient for the Electrical

Engineering study program. In this research, the researcher adopted the research and development model from Borg and Gall, which covered six stages, namely: needs analysis, designing the product, proposing the product, evaluating the product, testing, and disseminating the product. Then this research was conducted at Politeknik Negeri Malang. Observation and interviews were used to determine the students' needs. Besides, interviews and questionnaires were conducted to evaluate the students' perceptions toward the teaching module. As the result described, the new module was easy to understand and helpful for the students.

2.13. Conceptual Framework

The aim of this study is to design appropriate English learning materials for the eleventh grade students in the Machine Engineering programme at Vocational High School. This study used the R & D model. The researcher conducted the research to solve and facilitate both teachers' and students' matters in the English learning module. The results are intended to have a solution for the students who are experiencing difficulties (specific English learning materials for the machine study programme).