CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The main objective of this research is to design English learning materials for Information Technology Program students. The basis to have appropriate English learning materials is a unit design which is organized in the sequence based on the learning and learners’ needs. It will make learning easy, appropriate, and help learning for students in Information Technology Program. For that reason, theories of The Curriculum in Vocational School, English for Specific Purposes, Content-Based Instruction, Units Design Development, Materials Development, and The Task Models are presented and discussed, before theoretical framework for this study is drawn.

A. Literature Review

1. English Teaching-Learning Process in Vocational School

   a. Curriculum in Vocational School

      1) School-Based Curriculum

      A Curriculum as one element takes the important roles in the teaching and learning process. There are some definitions of a curriculum. According to Brown (2000:171), “a curriculum is designed for carrying out a particular language program”. It means that to implement the program, the school should design a curriculum. A curriculum is a general idea for the teaching and learning process as Feez and Joyce (1998:9) propose that “a curriculum as a general statement of goals and outcomes, learning arrangements, evaluation, and documentation
relating to the management of programs within an educational institution”. It can be inferred that curriculum is a basic or foundation to manage the teaching and learning process to reach the educational objectives.

One of the curriculums which is implemented in most of the schools in Indonesia is School – Based Curriculum (KTSP). It is a curriculum which can be developed by school. It is developed based on the characteristics and condition of the school. The standard of content and graduate competency are the basic references in developing the curriculum. The school can also use the guidance of developing curriculum by Educational Standard National Organization (BSNP).

There are some principles in developing curriculum. They are:

a. It should be based on the potential, growth, requirement and significance of the students and their environment,
b. It should be based on the diversity of the students and it is done cohesively without specifying the students based on their characteristics,
c. It is done by following the development of knowledge, technology, and arts,
d. It should be relevant to the students’ life,
e. It should consist of all competencies and it is related in all of educational level.
f. It should push the students to be willing to do life long learning, and
g. It should be balance between national and regional interest.

The graduates of a vocational high school become skillful workers. In this level, the students should have a good ability in oral communication. That is also the objective of teaching English in a vocational high school. The activities which are used in the curriculum should be communicative. Communicative here means that the activity can be a bridge to make communication among the students and also between the students and the teacher. In this curriculum, the teachers are
facilitators who are ready to help the students. As facilitators, the teachers have an important role. The roles are providing learning experience to make the students responsible in doing of the learning process. The other roles is providing the learning activities which can stimulate the students’ curiosity and help them to express the idea in their mind, and monitoring, evaluating and also making sure whether the students are able to practice their knowledge and skill which they get from school in the daily life or not.

In conclusion, in the previous curriculum all materials are from the teacher but in this curriculum, students can explore what they have got from school and add the information by finding other resources.

2) **Standard of Content of English for Vocational Secondary School.**

The Law of National Education System (No.20/2003) provides legal framework about the curriculum implemented in Indonesia. The implementation of the Law of National Education System is elaborated on some laws, such the Goverments’ Regulation (No.19/2005) as a National Education Standard. This law gives the directions of eight national education standards, namely Standard of Content, Standard of Process, Competency Standard, Standards of Educators and Education Personnel, Facilities and Infrastructure Standards, Management Standards, Financial Standards and Standards of Educational Assessment. Standard of Content is developed based on The Governments’ Regulation (No.19/2005) by *Badan Standar Nasional Pendidikan*

In the Standard of Content, there are three language levels in the vocational levels, namely Novice, Elementary, and Intermediate.

Table 1 presents Standard of Competence and Basic Competence for the vocational school.

**Table 1. Standard of Competence and Basic Competence of SMK**

<table>
<thead>
<tr>
<th>Standard of Competence</th>
<th>Basic Competence</th>
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<tbody>
<tr>
<td>1. Communicating in English on the level of Novice</td>
<td>1. 1 Understanding the basic language functions for the daily social interactions.</td>
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<td></td>
<td>1. 2 Mentioning the names of things, person, characteristics, time, days, months, and years.</td>
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<tr>
<td></td>
<td>1. 3 Describing the name of things, person, characteristics, time, days, months, and years.</td>
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<td></td>
<td>1. 4 Producing a simple speech or communication for the basic function.</td>
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<td>1. 5 Explaining the continuous activity.</td>
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<td>1. 6 Understanding the memo and simple menu, schedule of travelling and traffic lights.</td>
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<td></td>
<td>1. 7 Understanding the foreign words and terms and also simple sentences based on the dictionary.</td>
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<td></td>
<td>1. 8 Writing simple invitations.</td>
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<tr>
<td>Standard of Competence</td>
<td>Basic Competence</td>
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<tr>
<td>2. Communicating in English on the level of Elementary</td>
<td>2. 1 Understanding the simple daily conversations in the personal professional context.</td>
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<td></td>
<td>2. 2 Making short notes or simple messages in a direct interaction and using device.</td>
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<td></td>
<td>2. 3 Making the list of duties and education background in the written and spoken forms.</td>
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<td></td>
<td>2. 4 Telling the past and future experience.</td>
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<td></td>
<td>2. 5 Telling many kinds of language functions</td>
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<td></td>
<td>2. 6 Understanding simple instructions.</td>
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<td></td>
<td>2. 7 Understanding short messages, direction and list, words and sentences that are received.</td>
</tr>
<tr>
<td>3. Communicating in English on the level of Intermediate</td>
<td>3. 1 Understanding the monologue in a certain situation of job.</td>
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<td></td>
<td>3. 2 Understanding the conversations with the foreigners.</td>
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<td>3. 3 Making a report.</td>
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<td></td>
<td>3. 4 Understanding how to use the equipment manually.</td>
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<td></td>
<td>3. 5 Understanding the simple business letters.</td>
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<tr>
<td></td>
<td>3. 6 Understanding the technical document.</td>
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<tr>
<td></td>
<td>3. 7 Writing a business letter and simple report.</td>
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</tbody>
</table>

As stated in the Standard of Content, the objectives of English lesson in the vocational school are as follows:

(1) Students are able to master the knowledge and basic skills of English to backup accomplishment of productive program competence,

(2) Students are able to apply the ability and English skill to communicate orally and written in the level of Novice.
The English teaching and learning in the vocational school is then based on that objective. It means that in the activities, methods or approaches used in the teaching and learning are also based on the objective.

English in a vocational high school is an adaptive subject which is aimed to prepare the students’ ability to communicate in written and oral English in the context of communication materials needed for their program. Besides, it gives the students the ability to communicate with people in the daily life as the global demand and also prepare them to develop communication in to the higher grade.

b. English coursebook for vocational high schools

The study focuses on designing the learning materials for Informatics Technology Program at SMKN 1 Pajangan. The materials are the core for the teaching and learning process. The teacher at SMKN 1 Pajangan uses textbook for teaching the students. The materials on the textbook are too general for their program. The researcher decides to design the materials which integrate four skills and consist of reading, writing, listening, and speaking task and also for grammar, vocabulary, pronunciation and language functions. That is why the researcher designs a coursebook. It is in line with Tomlinson (1998) states that a coursebook is designed to provide work on grammar, vocabulary, pronunciation, functions and four skills of English. It aims to provide the materials in one book so it can serve as the only book which the learners usually use in the teaching and learning process.

The coursebook can help the students in vocational school because coursebooks can provide the materials which can be adjusted to the existing
sylabus or curriculum. Harmer (2001: 304) stated that good coursebooks are prepared to offer a coherent syllabus. The vocational school students need English for specific purposes. The coursebooks which are consisted of specific materials will help the school to reach the learning objectives.

**c. The Characteristics of English Learning of Vocational High School**

According to *Standar Isi dan Standar Kompetensi Lulusan untuk Satuan Pendidikan Menengah SMK-MAK, 2006*, English learning of vocational high schools have some characteristics, such as:

1) The language has a central role in intellectual, social, and emotional development of the students and support success in learning all subjects. Therefore, learning English is not only to communicate but also to develop the students so that they can be the people that have global competition.

2) Effective communication demands the use of language well i.e. the language that is appropriate with the rules of language and the demand of communicative context.

3) Real communication always happens in natural context. Because of it, learning English should be done by involving the students and their environment in the context of daily life. So, it should be authentic and natural.

4) The communication is a means to achieve the true goal i.e. to fulfill life need. Therefore, learning English is to develop the life skill, and not vice versa, use life skill to teach English.
5) English is a means of global communication. Mastering English is expected to help the students to understand and make strong local and national culture, also know and understand international culture. Therefore, learning English should be done by noticing all those three aspects.

6) Mastering English well can be the effective means to improve knowledge and technology so that it can improve the competition of Indonesia human resources.

The curriculum in a vocational high school gives the information about the teaching learning process that occur in vocational high school. The aim of vocational schools is providing the students for the work area. It should be more specific than senior high schools. For that reason, students of a vocational schools need English for Specific Purposes to provide the next step for getting the job.

2. English for Specific Purposes

a. Definition of English for Specific Purposes

Hutchinson and Waters (1987: 19) state that English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners’ reason for learning. In other words, ESP is an approach to language learning which is based on learners’ needs. It means that, before ESP teachers teach ESP learners, they have to know first what the learners’ need in order to learn a language. To know what the learners need, the ESP teachers have to do needs analysis. Further, they make a basic distinction between
target needs and learning needs. Target needs are what the learner needs to do in the target situation while learning needs are what the learners need to do in order to learn. It is more useful to look at the target situation in terms of necessities, lacks, and wants. The necessities are the type of need determined by the demands of the target situation that is what the learner has to know in order to function effectively in the target situation. The lacks are the gap between what the learners have already known and the necessities. The wants are what the learners want. Information of these needs can be gathered in a number of ways. The most frequently used ways are questionnaires, interviews, observation, data collection, and informal consultation with sponsors, learners, and others.

Dudley-Evans and St John (1998:4) state that a definition of ESP can be seen through two characteristics:

Table 2.: Two Characteristics of English for Specific Purposes

<table>
<thead>
<tr>
<th>Absolute characteristics</th>
<th>Variable characteristics</th>
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<tbody>
<tr>
<td>a) ESP is designed to meet specific needs of the learner.</td>
<td>a) ESP may be related or designed for specific disciplines.</td>
</tr>
<tr>
<td>b) ESP makes use of the underlying methodology and activities of the disciplines it serves.</td>
<td>b) ESP may use in specific teaching situations, a different methodology from general English.</td>
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<tr>
<td>c) ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres that are appropriate to activities.</td>
<td>c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it can be used for learners at secondary school level.</td>
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<tr>
<td>d) ESP is generally designed for intermediate or advanced learners; and</td>
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</tr>
<tr>
<td>e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.</td>
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</tbody>
</table>
Therefore, ESP is a language centred approach that meets the needs of the learners in their specific field, such as science, technology, and academic learning. It means the teaching and materials of ESP are based on the result of needs analysis. ESP concentrates more on language in context than on teaching grammar and language structures. What is taught for ESP learners must be related to the learners’ real world (what are expected by them). So, the ESP teachers should think about what is needed by the learners and understand the nature of their students’ subject area. After that, the ESP teacher can use context, texts, and situation from their subject area.

b. The Teacher’s Role in English for Specific Purposes

Dudley-Evans and St John (1998:13) use the term “practitioner” rather than “teacher” to emphasize that ESP work involves much more than teaching. ESP practitioners can have several roles:

1) The ESP practitioners as a teacher

ESP is a practical discipline with the most important objective of helping students to learn. The ESP practitioner is not the primary knower of all content of materials. The ESP learners may know more about the content than the teacher. So, the ESP practitioner has the opportunity to draw on students’ knowledge of the content in order to generate communication in the classroom. The ESP practitioners are as a consultant who has the knowledge of communication practices. However, they need to discuss with the students on how best to explore these practices to meet
the objective they have. So, there is a good relationship between the ESP practitioner and the learners. Sometimes, the ESP practitioner gives some advice to the learners. ESP teachers also need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in, and to take some risks in their teaching.

2) The ESP practitioner as course designer and material provider.

   It is recognized difficult to find out the materials that are suitable with the learners’ need and characteristics. Therefore, the ESP practitioner has to be able to provide the materials that are suitable with them. In providing materials, it can be involving selection of published material, adapting material if it is not suitable, or writing the materials. ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced.

3) The ESP practitioner as researcher.

   ESP teachers need to be familiar with the research. Teachers carrying out a needs analysis, designing a course, or writing teaching materials need to be capable of incorporating the findings of the research, and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication.

4) The ESP practitioner as collaborator.

   It is believed that subject-specific work is often best approached through collaboration with subject specialists. This may involve:
a) cooperation in which ESP teachers find out about the subject syllabus in an academic context or the tasks that students have to carry out in a work
b) specific collaboration so that there is some integration between specialist studies or activities and the language.
c) specialist checks and comments on the content of teaching materials that the ESP teacher has prepared.

5) The ESP practitioner as evaluator.

The ESP practitioner is often involved in various types of evaluation such as testing of students and evaluation of materials. Tests are conducted to assess whether students have the necessary language and skills and the level of their achievement. Evaluation of teaching materials should be done while the teaching-learning process, at the end of the teaching-learning process, and after the teaching-learning process has finished, in order to assess whether the learners have been able to use of what they learned and to find out what part that they have not understood.

c. The Learner’s Roles in English for Specific Purposes

According to Fiorito (2005), there are some learner’s roles in ESP classroom:

1) Interest for Learning

People will learn the language if they are interested in learning language. The ESP learners will acquire English if they find an interesting and relevant with their professional work. Actually, they are more interested in learning the
meaning of the language they hear or read related to their fields or jobs than learning which is focusing on the linguistic input or isolated language structures.

2) Subject-Content Knowledge

Generally, the ESP learners have known what they need to use English. Therefore, knowledge of the subject area enables them to identify a real context for the vocabulary and the structures of the ESP classroom. In such way, they can take advantage of what they already know about the subject matter to learn English.

3) Learning Strategies

The ESP learners have to have some learning strategies in learning language. For example, the skills they have already developed in using their native languages will make learning English easier although they will be working with students whose English will probably be quite limited. The language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout the lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. ESP students can exploit these innate competencies in learning English.

The ESP learners have to master English for specific area. In terms of this situation, the ESP learners have to learning language in different ways. They should be concentrate only in one specific area. For that reason, Content-Based
Instruction is chosen to conduct in providing the materials for ESP learners in order to give them in focusing content on their specific area.

3. Content-Based Instruction (CBI)

Content-Based Instruction (CBI) was one of some methodologies used by English learners to learn English. The learners of ESP use English for supporting their needs in certain condition such as work or learn some subjects in English. In this case, they need Content-Based Instruction to support their learning.

a. The Definition of Content-Based Instruction

There are some definitions of Content-Based Instruction and some of them will be shown in this quotation.

In reference to Richards & Rodgers, 2001:204, Content – Based Instruction (CBI) is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.

Meanwhile, Krashen (1982) says that Content-Based Instruction is a methodology which acquires the content area of the subject matter with comprehensible input and simultaneously increase the learners’ language skills.

In conclusion, Content-Based Instruction is a methodology which integrates content of the subject matter and target language in order to make specific materials that will be used by the learners.
b. Objectives of Content-Based Instruction

Brinton et al. in Nunan (2003:205) states that there are six objectives applied in Content-Based Instruction:

1) Base instructional decisions on content rather than language criteria.

   Content-based instruction allows the choice of content to dictate or influence the selection and sequencing the language items.

2) Integrate skills.

   CBI practitioners use an integrated skills approach to language teaching, covering all four language skills as well as grammar and vocabulary. This reflects what happens in the real world, where interactions involve multiple skills simultaneously.

3) Involve students actively in all phases of the learning process.

   CBI classroom is learner centered. Students learn through doing and are actively engaged in the learning process, they do not depend on the teacher to direct all learning or to be source of all information. It is not only through exposure to the teachers’ input, but also through peer input and interactions.

4) Choose content for its relevance to students’ lives, interests, and/or academic goals.

   The choice of content in CBI courses depends on the student and the instructional setting. Topics may be drawn from social science, history, and life science areas that students are studying in their subject matter classes.
5) Select authentic text and tasks

A key component of CBI is authenticity. It is about the texts used in the classroom and the tasks that learners are asked to perform. The use of an authentic text implies that it has been removed from original context and that its purpose in the language classroom is quite different.

6) Draw overt attention to language features

The purpose of CBI is to expose learners to authentic input with the goal of their being able to use language for communicative purposes. All of these provide comprehensible input.

Based on Brinton’s opinion, Content-Based Instruction methodology can help the students with low mastery skills of English to progress their English mastery with giving extra exposure to foreign language. The extra exposure can be the English learning materials which are related to their needs, so that they have more interest to learn English if they are interested in learning English automatically their English mastery will increase.

c. The Theory of Language

Richard and Rodgers (2001:207-209) state that there are a number of assumptions about the nature of language underlie Content-based Instructions:

1) Language is text and discourse-based

CBI implies the centrality of linguistic entities longer than single sentences, because the focus of teaching is how meaning and information are communicated and constructed through texts and discourse. This involves study of textual and discourse structure of
written text such as letter, descriptions, etc and of speech events such as meetings, discussion, etc.

2) Language use draws on integrated skills

CBI views language use as involving several skills together. The students are involved in many activities that connect the skills because it is related to how the skills are involved in the real world. So, the students might read and take notes, listen and write a summary, or respond orally to things they have read or written rather than learning grammar separately. In CBI, grammar is seen as a component of other skills. Topic or theme based courses provide coherence and continuity across skills areas and focus on the use of language in connected discourse. Grammar is presented through content-based approach. The teacher has to identify the relevant grammatical and other linguistic focuses to complement the topic or theme of the activities.

3) Language is purposeful

Language is used for specific purposes. The purpose may be academic, vocational, social, or recreational. During the lesson, learners are focused on the purpose of the language samples they are exposed to. If they can attain the purpose, they will become engaged to language they learn.
d. Theory of Learning

The way of learning is very important to affect people to learn language well. People who have clear objectives to learn English will be easier to master English than people who have not. As stated by Anderson (1983), Content-Based Instruction is supported by cognitive learning theory, in which it is believed that learning is accumulated and developed in several stages, namely the cognitive stage, the associative stage, and the autonomous stage.

In the cognitive stage, learners are developing the language skills through the required tasks (guided activities). Then, in the associative stage, they are more improved and have strengthened their skills, but still need support to accomplish the tasks (semi guided activities). Finally, in the autonomous stage, learners are able to perform the tasks automatically and autonomously (free activities).

e. Typical of Learning Activities

1) Information gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another, generally calling for the decoding or encoding of information from or into language. Example: pair works activity. This kinds of activity make each member of the pair has a part of the total information and attempts to convey it verbally to the others.

2) Reasoning gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or
patterns. One of the examples is working out a teachers’ timetable on the basis of given class timetables.

3) Opinion gap activity, which involves identifying and articulating a personal preference, feeling or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one’s opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Content – Based Instruction method lets the students be more active and get involved in the teaching and learning activities. In the teaching-learning activities, students are given more opportunities to find any resources for supporting the teaching-learning activities. The teachers’ role here is to give direction and help if the students need. This methodology also influences the way of designing the learning materials.

4. Materials Development

a. Definition of materials

Materials are an important element within the curriculum and the most tangible and visible aspect of it (Nunan, 1991: 208). Richards and Rodgers (1986) in Nunan (1991: 208) state that instructional materials can provide detailed specifications of content, even in the absence of a syllabus. This is in line with Richards’ (2001: 251) statement that instructional materials generally serve as the
basis for much of the language input learners receive and the language practice that occurs in the classroom.

Most of the people consider that the term ‘language-learning materials’ is course book. However, the language-learning materials are more than it. They refer to anything used by teachers or learners to facilitate the learning of a language. They could be cassettes, videos, CD-Rooms, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspaper, food products, photographs, native speakers talk, instructions given by a teacher, tasks written on cards or discussion between the students. So, the materials are anything that is able to improve the students’ knowledge and experience of the language. From the definition of materials above, the materials developer can realize that the materials which will be used should be designed to facilitate the teaching learning process (Tomlinson, 1998:2).

From the definitions above, it can be concluded that language learning materials contain sources of language input and language practice that can improve students’ knowledge and experience of the language.

b. Objectives of materials

As formulated by Hutchinson and Waters (1987:107-108), objectives of the materials are as follows:

1) To provide a stimulus to learning,
2) To help in organizing the teaching learning process,
3) To embody a view of the nature of language and learning,
4) To reflect the nature of the learning task,
5) To broaden the basis of teacher training by introducing to new techniques, and
6) To provide models of correct and appropriate language use.
c. Criteria of good materials

Hutchinson and Waters (1987: 107) say that good materials will contain interesting texts, enjoyable activities which engage the learners’ thinking capabilities, opportunities for learners to use their existing knowledge and skills, and content which both the learner and the teacher can cope with. Good material should provide a clear and coherent unit structure, which will guide the teacher and the learner through various activities in such a way as to maximize the chance of learning.

The structure of designing materials should help the teacher to plan lessons and to encourage the learner as a sense of progress and achievement. Moreover, Tomlinson (1998: 7) gives some criteria of good English learning materials as stated as follows:

a) Materials should achieve impact

Impact is achieved when materials have a noticeable effect, on learners, that is when the learners’ curiosity, interest and attention are attracted.

Materials can achieve impact through:

(1) Novelty (e.g. unusual topics, illustrations and activities);

(2) Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different types of sources; using a number of different instructor voices on a cassette);

(3) Attractive presentation (e.g. use of attractive colors; lots of white space; use of photograph);
(4) Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal theme; local references)

b) Materials should help learners to feel at ease

Materials should help learners to feel at ease in a number of ways. For examples:

(1) Feel more comfortable with lots of white space than they do materials in which lots of different activities.

(2) Are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic (and therefore potentially alien)

(3) Are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

c) Materials should help learners to develop confidence. Relaxed and self-confident learners learn faster (Dulay, Burt and Krashen, 1982)

d) Learners should perceive what is being taught as relevant and useful. In ESP materials it is relatively teaching points which are relevant and useful by relating them to know learners interests and to ‘real-life’ tasks which the learners need or might need to perform in the target language.

e) Materials should require and facilitate learners’ self-investment.

f) Learners must be ready to acquire the points being taught.
g) Materials should expose the learners to language in authentic use.

h) The learner’s attention should be drawn to linguistic features of the input.

i) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.

j) Materials should take into account that the positive effects of instruction are usually delayed.

k) Materials should take into account that the learners are different in learning styles and affective attitude.

l) Materials should permit a silent period at the beginning of instruction.

m) Materials should maximize learning potentials by encouraging intellectual aesthetic, and emotional involvement, which stimulates both right and left brain activities.

n) Materials should not be relied too much on controlled practice.

o) Materials should provide opportunities for outcome feedback.

It can be summed up that in designing materials, the materials designers must notify a number of theories which will guide the materials designers to make a good material.

The purpose of this study is providing the appropriate materials for vocational high school. The explanation above is about materials development. Materials consists of many units that provide some topic. Here, unit design development will be discussed to give more explanation in providing materials for specific area.
5. **Unit Design Development**

The developed materials are put into some units. Units organize what students are going to learn in ways that help them learn. Teachers develop units that provide the basis of lessons. Units are frequently constructed around a theme, which supports a teacher’s overall goal. Units also cover a large range of standard because they refer to a bigger learning picture than the lesson level. Units development begins with determining the scope, learning focus, and sequence for the units. The teachers as material developer should determine the scope, learning focus, and sequence first. The scope and the sequence are used to characterize the process of a unit that they designed. The scope of a unit involves the range of learning to be accomplished whether it involves combinations of knowledge, skill, or appreciation. It also determines what is to be learned (Shambaugh and Magliaro, 2006: 216).

A unit is a teaching sequence that is normally longer than a single lesson but shorter than a module and consists of a group of lessons planned around a single instructional focus. The unit provides a structured sequence of activities that lead towards a learning outcome. Normally, a unit has a number of tasks or activities. The types of tasks and activities have to reflect the nature of language, language use, and language learning. They must be organized as an efficient basis for second language learning (Richards and Schmidt, 2002: 570).

The rationale for the organization of the unit provides the sequence part of ‘scope and sequence’. The sequence is specifying the order where the content is to be taught, usually across some conceptual or skill level and from simple to
complex. The units and the lessons can be expressed by using themes to explain clearly the nature of the learning. Descriptive titles help the student to understand what the unit and the lesson talk about. Learning focus is the lessons that support the learning goals of units. In other words, learning focus is what the students will learn. The teachers can maintain this learning focus within each lesson by identifying a general focus for the units (Shambaugh and Magliaro 2006: 216).

The contents are determined by learners’ specific needs. Sherris (2008) emphasizes that the content of the course should cover academic language, knowledge, and skills within a content area. The academic language includes the concept, discourse, grammar, and key vocabulary. They are necessary to accomplish content-area tasks. These components need to be sequenced in order to achieve the learning outcome. How these components are selected, mixed, graded and sequenced is a way to start developing the unit.

a. **Task Grading and Sequencing**

The content of learning materials is usually graded in a variety of ways. The materials developers should consider what to teach first, what second, and what last in the materials. They have to think about grading, sequencing, and integrating tasks in developing materials (Nunan, 2004: 113). Richards, Platt, and Weber (1986) as cited in Nunan (2004: 113) describe grading as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc are presented. It may be based on the complexity of an item, its frequency in written or spoken English, or its
importance for the learner. Nunan (2004:113) presents a number of factors that makes a task less or more complex. They are input, learner factors, procedural factors, and task continuity or dependency.

The degree of complexity of the input is affected by grammatical factors. Overall, a text made up of simple sentences is likely to be simpler than one consisting of non-finite verb constructions and subordinations. In addition, the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity will also affect the complexity degree of the input. A passage with headings and subheadings which is supported with photographs, drawings, tables, graphs, and so on should be easier to process. The comprehensibility of modified and unmodified versions of aural and written texts is also another factor worth considering. Simplification and elaboration are things commonly done to make input more comprehensible (Nunan, 2004: 114-116).

Regarding learner factors, Pearson and Johnson (1972) distinguish between ‘inside the head’ factors and ‘outside the head’. ‘Inside the head’ factors are all those that the learner brings to the task of processing and producing language such as background knowledge, interest, motivation, and other factors. They argue that comprehension is a process of building bridges between the known and the unknown. In other words, the learners bring the comprehension process to their pre-existing knowledge, and try to fit new knowledge into this
pre-existing framework. If the new knowledge will not fit into their pre-existing framework, they will have to either modify or adapt the framework, or develop an entirely new mental framework altogether. In addition to background knowledge, Brindley (1987) as cited in suggests that learner factors will include confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness and linguistic knowledge. To make the things even more complicated, Rost (2002) identifies that there is an interaction between the linguistic and content (including cultural) knowledge of readers and listeners as they process written and spoken language. Nunan suggests that the implication for the teachers is that they can help the learners by integrating both linguistic and content instruction rather than by teaching these separately (Nunan, 2004: 120-121).

Regarding the procedural factors, the learners are required to perform on input data. With the increasing use of authentic texts, the trend has been to vary the difficulty level of the procedures themselves. The factors that determine the complexity of what learners have to do are relevance, complexity, amount of context provided prior to the task, possibility of language of the task, amount of help available to the learner, and follow up (Nunan, 2004: 122-124). The last factor is task continuity or dependency. It refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence (Nunan, 2004: 125). Table 3 summarizes the six-step procedure to create a linked pedagogical sequence for introducing tasks as proposed by Nunan (2004: 31-35).
Table 3: A Pedagogical Sequence for Introducing Tasks (Nunan, 2004: 31-33)

<table>
<thead>
<tr>
<th>Step</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Schema Building</td>
</tr>
<tr>
<td></td>
<td>Create a number of schema building tasks that will serve to introduce the topics, set the context for the task and introduce some of the key that the students will need in order to complete the task.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Controlled Practice</td>
</tr>
<tr>
<td></td>
<td>Provide students with controlled practice in using the target language vocabulary, structures and functions.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Authentic Listening practice</td>
</tr>
<tr>
<td></td>
<td>Involves learners in intensive listening practice. This step would expose them to authentic or stimulated conversation, which could incorporate but extend the language from the model conversation.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Focus on the linguistic elements</td>
</tr>
<tr>
<td></td>
<td>Focus learners on linguistic elements, e.g. grammar and vocabulary. This step occurs relatively late in the instruction sequence. This will make it easier for the learner to see the relationship between communicative meaning and linguistic form than if linguistic elements presented out of context as in case in traditional approaches.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Provide freer practice</td>
</tr>
<tr>
<td></td>
<td>At this stage, it is the time for students to students to move beyond simple manipulation. They should have abilities using whatever language without previous preparation to complete the task.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Introduce the pedagogical task</td>
</tr>
<tr>
<td></td>
<td>The final step of the instruction sequence. This step give learners more space to develop the pedagogical skill.</td>
</tr>
</tbody>
</table>

b. The Components of Unit

The components of unit developed in this research are ordered as follow:

1) Title/Topic: finding the appropriate title or topic based on materials discussed. It can determine the scope that the students have to learn.
2) Objective of unit: telling the purpose of unit and the reason of learning the unit to the students implicitly. It can determine learning focus.

The sequence of tasks is presented below:

1) Lead-in / Warming up: introducing the topic and the language that is related to focus of the unit i.e. macro-skills (listening, speaking, reading, and writing) and micro-skills (vocabulary, grammar, pronunciation).

2) Lesson Proper / Main activities: consisting of many tasks containing macro-skills and micro skills. One task will be related to the other tasks, called task dependent. The questions of tasks will be related to what the students have to learn in the unit. The repetition of language will be presented in this unit. The sequence of presenting the materials is important. The researcher will begin from spoken skills followed by written skills. The unit will facilitate grammar, vocabulary, language function, and pronunciation. Vocabulary and grammar are presented in written part whereas, language function and pronunciation are presented in spoken part.

3) Homework: to make the students always learn and use language, this task provides some tasks done by students at their home.

4) Evaluation: presenting some tasks used to evaluate the students’ understanding about what they have done in the unit.
5) Reflection: containing some reflection statements to measure how much the students learn from the unit. What they have to evaluate is based on what they have learnt in this unit.

6) Summary: containing summary of what the students have learnt from the unit.

7) Vocabulary list: presenting some vocabularies that the students have not known before. They are taken from the texts that are in written and oral cycle.

6. The Task Models

As mentioned above, the materials will be put into some units. A unit will consist of many tasks that will make the learners find it easy to learn language. The definition of task and the components of task will be presented.

a. Definition of Tasks

According to Nunan (2004:41), task is an activity or action that is carried out as the result of processing or understanding language. Some examples of task are drawing a map while listening to the tape, listening to an instruction, performing a command, etc. Task may or may not involve the production of language. Actually, the tasks are required the teacher to focus on successful completion of the task. The task must be various in languages teaching since they provide a purpose for a classroom activity.
From this definition, Nunan (2004) concluded that the authors take a pedagogical task because it refers to what the learners will do in the classroom rather than in the outside world.

b. Task Components

In previous discussion, it has been little mentioned about task components. According to Nunan (2004:41-56), the task will be analyzed based on task components i.e. goals, input data, procedures, settings and roles.

<table>
<thead>
<tr>
<th>Goals</th>
<th>→</th>
<th>← Teacher role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>→</td>
<td>TASK</td>
</tr>
<tr>
<td>Procedures</td>
<td>→</td>
<td>← Setting</td>
</tr>
</tbody>
</table>

Figure 1. Task Component proposed by Nunan

(1). Goals

Goals are the vague general intention behind any given learning task. They provide a point of contact between the task and broader curriculum. They may relate to a set of general outcomes i.e. communicative, affective or cognitive or may directly describe teacher or learner behavior.
(2). Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. It can be provided by a teacher, a textbook or some other source such as a newspaper, memo note, magazine, recipe, diary, etc. The input relates to authenticity, in this context refers to the use of spoken and written material that has been produced for purposes of language teaching. Given the richness and variety of these resources, it should be possible for teachers to select authentic written texts that are appropriate to the needs, interests and proficiency levels of their learners.

(3). Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues arise similar to those as encountered when considering input.

One of these is authenticity; it has just looked in relation to input data. Candlin and Edelhoff (1982) cited in Nunan (2004:53) pointed out that the authenticity involves much more than simply selecting texts from outside the arena of language teaching, and that the processes brought to bear by learners on the data should also be authentic.

Another way of analyzing procedures is in terms of their focus or goal. They are basically concerned with skill getting or skill using. In skill
getting, learners master phonological, lexical and grammatical forms through memorization and manipulation. In skill using, they apply these skills in communicative interaction.

A third way of analyzing learning procedures is into those that focus the learner on developing accuracy and fluency. Brumfit (1984) cited in Nunan (2004:56) state that accuracy and fluency are not opposites, but are complementary.

(4). Teacher and Learner Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Richard and Rodgers (1986) cited in Nunan (2004:64) point out that a task will reflect assumptions about the contributions that learners can make to the learning process.

This last point raises the important issue of learners developing an awareness of themselves learners. There is growing evidence that an ability to identify one’s preferred learning style, and reflect on one’s own learning strategies and processes, makes one better learner. Becoming sensitive to a range of learning processes is important in situation where task-based learning replaces more traditional forms of instruction.

The roles of the teacher also very much depend on the nature of the task or activity (Harmer, 1991). Classes should generally not be teacher-dominated. In task completions the teacher’s roles should be for example as
a language facilitator, organizer, motivator, feedback giver, and sometimes participant. Classrooms are very dynamic places. Although a task completion can in some way be planned, there are occasionally unpredictable occurrences or surprises. For this reason, teachers need to be flexible in their roles. A teacher may add or change roles in task completions according to the dynamics of the class (Harmer, 1991).

(5). Settings

Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. There are two different aspects of the learning situations. They are mode and environment. Learning mode refers to whether the learner is operating on an individual or a group basis.

Environment refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre.

B. Relevant Research Studies

There are some previous studies that have been done related to the designing of English learning materials for vocational high school students. As what Ida Megawati (2011) did. She designed a content-based English learning materials for grade X students of the textile program in SMKN 1 Kalasan. She designed three units of English learning materials for textile program students.
Similar to her study, Anisa Wrisnijati (2012) also finished a study about designing a set of English learning materials for students of grade XI skin care program at SMKN 4 Yogyakarta. She produced three units materials for four English skills and all of them were-well designed.

C. Conceptual Framework

Considering the aims of teaching English stated in the School-Based Curriculum that the students should be able to communicate both in written or oral language, the researcher is convinced that the students should master the four English skills. Realizing that acquiring four English skills is a complex activity, the researcher concludes that there is a way that should be done to make the students interested in doing reading and writing activities. It is by providing good reading and writing materials.

In developing English learning materials for students of Grade ten of the Information Technology Program, a number of factors are worth considering. English learning materials conducted in this study is for a specific purpose to fulfil their needs i.e. mastering English that is related to their skill program. Therefore, ESP approach suits this attempt. ESP is an approach to language learning which is based on the learners’ needs. An ESP approach starts with an analysis of the learners’ needs. Thus, a need analysis will be conducted prior developing materials to analyze the learners’ needs, the learning needs, and the target needs.
The result of the need analysis can be used to determine the aims, objectives, input, kinds of activities the learners will be using the language for and the methods of assessment. This information, taken together, can be used to design an effective unit design as the basis of developing effective materials. The materials should be developed as far as possible based on the principles of materials development and meet the characteristics of good materials. Since the English materials developed are for the students of Vocational High School, the content-based instruction has the important role.

Content-based instruction is an approach in the teaching and learning process during developing English materials, since it will integrate the presentation of topics or tasks from the subject matter (e.g. Information Technology) within the context of teaching a second or foreign language. The principles and some components of CBI must be applied in designing the content-based English learning materials. In addition, the content of English material for Grade ten students must be adjusted to the standard of competency and basic competence and suitable with the information technology program.

Units organize what the students will learn in ways that help them learn. Units are constructed around a theme which supports a teacher’s overall goal. Normally, a unit has a number of tasks or activities. The types of tasks and activities have to reflect the nature of language, language use, and language learning. They must be organized as an efficient basis for second language learning.
Task is a piece of classroom work which involves learner in comprehending, manipulating, producing or interacting in the target language. The students learn the grammatical knowledge in order to express meaning. There are some components of task: goal, input, procedure, teacher and learner roles, and setting. Tasks should be arranged (graded and sequenced) in such a way that it can help the students to learn English easily and effectively. Finally, after the materials are developed, material evaluation, namely the empirical evaluation should be done.

This study will be conducted to: 1) find-out the learners’ needs and the learning needs of the grade ten students of the Information Technology Program in developing their English skills and 2) to develop an appropriate unit design of the content-based English learning materials for grade ten students of the Information Technology Program in SMKN 1 Pajangan.