CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1   Definition of English for Specific Purposes (ESP)

Agustina (2014) states English for Specific Purposes (ESP) is an approach of English teaching that is designed based on students' needs. ESP helps the students to understand the language used in the workplace environment. With ESP, students better understand the language and terms related to the job. ESP covers various sectors, such as finance, hospitality, computer, engineering, agriculture and many more. Students learn the language depending on the job they take specifically. English used in engineering and hospitality are totally different, this is because the context and the terminologies used in the area are contrasting.

Experts believe ESP has a distinction from general English. Kenny, et al. (2020) state that Huxley differs ESP and English for general purposes because it addressed learners' specific goals to utilize English in a particular field. However, Hutchinson & Waters (1987) believe ESP and general English do not differ much in theories, but there is a significant difference in practice.

As I mentioned above, ESP focuses explicitly on the learners' needs. In connection with that, Hijuelos-Cruz, et.al (2020) mention that the analysis of students' needs is one of the precise aspects to consider when designing the syllabus. Determining students' needs and specific objectives for the topics and teaching points is essential before designing the ESP syllabus. It is advised that the syllabus should be created from the standpoint of communicative, development-

oriented approach upheld by the scientific language teaching community in order to improve its efficacy.

Particularly, ESP's syllabus is designed to meet the students' needs in the world of work. The syllabus helps to assist the teacher in interpreting how components of the real communicative world work into practical classroom applications. Hyland (2022) in his journal, mentions five main aspects of ESP, as follows:

1. **Needs analysis**

   Needs analysis is the initial phase in ESP course design to determine "what" and "how" the course will be like. Investigate the learners' needs and skills, assessing information relevant to the course. The analysis could be about the learner information, what the learners' know, what the learners' don't know, their goals, reasons in learning, the situations, and many others.

2. **Genre analysis**

   Genre analysis become the primary method for ESP practitioners to identify the characteristics that distinguish the most pertinent texts for the students. Hyland stated that the pioneering work of Swales and Systemic Functional Linguistics have influenced Genre Analysis in ESP. Language as a system of options that enable users to express their intended meanings most effectively, aligns with the objectives of ESP to investigate and explain academic and professional categories that enhance learners' career prospects.

3. **Ethnography**

A form of research that investigates context and attempts to understand the participants' perspectives on reading, writing, and using texts by drawing on participants' knowledge. Ethnography has impacted ESP in three ways: (1) It has started to give useful insights into target contexts, assisting in the identification of text production, distribution, and consumption. (2) Ethnographic methods have also proved beneficial in investigating how students participate in their learning, interact with their teachers, and experience their classrooms. (3) Ethnography has been utilized to advocate for suitable pedagogical practices where international students study in Anglo nations, the curriculum is used in international settings.

4. **Communicative teaching practices**

ESP is driven by the same idea that drove Communicative Language Teaching in 1970s aims to make language meaningful by linking it to real-world outcomes. It often uses communication methods like tasks that involve negotiating meaning, portfolios, which use consciousness-raising activities (such as comparison exercises), and those that require learners to reflect on text selection.

5. **Social constructionist theory**

Social constructivism is a theory that proposes knowledge and social reality are constructed through people's daily interactions, particularly through their routine discourse. It asserts that everything we see and believe is filtered through our theories and language, sustained by

culturally and historically specific social purposes. In addition, it

establishes a research agenda to uncover the genres and communicative

practices that identify academic and professionals group and build them.

2.1.2 Concept of Bloom Taxonomy

In the 1950s, Benjamin Bloom and a group of educational psychologists

developed a taxonomy that classified how people think and learn. According to

Bloom (1956), there are six levels of categories in cognitive demands, from the

lowest to the highest order of process: knowledge, comprehension, application,

analysis, synthesis, and evaluation. Krathwohl (2002) states that Bloom views the

original taxonomy as more than a measurement tool, Bloom believes it could serve

as:

1. Common language about learning objectives to facilitate communication
   across people, subjects, and grade levels;

2. Basis for identifying for a particular course or curriculum of board
   educational goals, such as those found in the currently widespread national,
   state, and local standard;

3. Means for determining the compatibility of educational goals, activities, and
   assessment within a unit, course, or curriculum;

4. A panorama of educational possibilities against which the restricted breadth
   and depth of particular academic course or curriculum could be contrasted.

45 years later, Anderson & Krathwohl (2001) revised Bloom's Taxonomy to

incorporate recent developments in learning theory and instructional practices.

They redefine the cognitive domain as two-dimensional framework: knowledge

dimension and cognitive process dimension. Knowledge dimension is the type of

knowledge being learned, (e.g factual, conceptual, procedural, and metacognitive).

The categories of knowledge dimension are ordered from concrete to abstract

(Table 1).

concrete knowledge ⟶ abstract knowledge			
Factual	**Conceptual**	**Procedural**	**Metacognitive**
knowledge of terminology	knowledge of classification and categories	knowledge of subject-specific skills and algorithms	strategic knowledge
knowledge of specific details and elements	knowledge of principles and generalizations	knowledge of subject-specific techniques and methods	knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
	knowledge of theories, models, and structures	knowledge of criteria for determining when to use appropriate procedures	self-knowledge

Table 1. Bloom's Taxonomy Knowledge Dimension by Iowa State University, 2015, with reference to Anderson and Krathwohl, 2001

The cognitive process dimension represents the cognitive process employed, from lower-order thinking skills to higher-order thinking skills (Table 2).

Lower-order thinking skills ——————► Higher-order thinking skills					
Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Exhibit memory of previously learned material by recalling facts, terms, basic, concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test

					• Theory

Table 2. Bloom's Taxonomy Cognitive Process dimension by Anderson & Krathwohl, 2001

Bhakti (2010) states that both the original and revised Bloom's Taxonomy has strength because it takes an essential topic of thinking and places structures that are helpful for practitioners and teachers who implemented Bloom's Taxonomy has a better job to encourage higher-order thinking skills to their students.

2.1.3 Tour Guide Training

Abdusamad et.al (2020) define a tour guide as a person who organizes a trip or has the ability and knowledge of a specific area and is responsible for informing people (tourists) everything they know about the destination area. A tour guide has the task of being the representative of the destination area. Their responsibility is to provide all the information to tourists – a bridge for tourists to get the information.

Therefore, tour guide plays crucial part in the tourism industry. Training for tour guides is needed to improve their skills in guiding tourists. As Weiler & Black (2015) mention, changes in the tourism industry have made it more important to have trained guides. First, the industry is evolving from a service-based economy to an experience-based economy. Second, tourists are now better informed, more interested, and have high expectations of the guides. Third, tour guides are now expected to not only be able to give factual information, but also to have skills like interpretation, intercultural skills, and the ability to work with people from different backgrounds.

International Labor Organization (ILO) sets training competencies and approaches for ecotourism based on *Standar Kompetensi Kerja Nasional Indonesia*. The competency standards are divided into three categories: general competence category, core competency category, and supporter competency category. Each type has competency elements that ecotour guides should master.

2.2 Studies on Earlier Teaching Media

In conducting this project, I reviewed several studies as her reference and comparison from the e-module she created. The studies include the same topic about learning modules and will help her to complete this project.

The first is a thesis done by Saputri (2014) entitled *Developing Learning English Module for Mount Merapi Lava Tour Guides in Desa Wisata Kembang Arum Donokerto Turi Sleman*. In her thesis, she created a module consisting of three units. In Unit 1, the topic is about greeting, giving an introduction, saying goodbye, and telling time. Unit 2 is about telling the history of Mount Merapi and mind mapping. Unit 3 is about creating the guide's own story based on their knowledge and asking and giving their opinion to tourists.

Each unit in Saputri's module includes tasks related to the topic. Each of the units includes the objectives, warming up for the beginning, main activities like listening, reading, completing missing parts, and role plays (work in pairs), evaluation, summary of the topic, evaluation to evaluate learner's ability and the answer key. The task she gives in the module relates to a real-life situation that will help the guides understand the topic better. Before creating the module, she did needs analysis through observation and interviews with the guides. Needs analysis

is a part of English for Specific Purposes (ESP) that is crucial to determine the target needs of the course. The activities in the module also implement Bloom's Taxonomy cognitive process dimension.

The second is a journal done by Prayoga et al. (2016) entitled *Developing English Instructional Materials for Tour Guides in Bali: Research and Development Study.* In the journal, the researchers develop English instructional materials for tour guides in Bali. The researchers developed the materials by adjusting the expected competence in *Standar Kompetensi Kerja Nasional Indonesia*.

Each unit in the developed materials covered the information about Bali Tour and several tasks in four English skills (listening, reading, writing, and speaking). The topics are gathered by interviewing experienced tour guides and summarized into eight topics: greeting and introduction, giving advice, telling the trip plans, giving directions, describing places, describing comparison, telling history of some temples, and describing characters.