

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language teaching is essential since all language cannot be mastered as how we master our native language. For instance it is not easy to produce and comprehend English as how we do with Bahasa Indonesia. In the case of native language, human in their younger age acquire their first language, not learning on it explicitly (Fromkin and Rodman, 1988:391). While for the second language human is usually learn the language. Thus, to be able to understand the language—in this case English, we are required to learn about the language itself.

English is generally known as one of internationally-used language. This fact supported by the finding of Lewis, Simons, and Fennig (2016) that the total number of the English language user is 942,533,930 people from 7,256,490,011 total population all over the world. This is one of the reasons why English is needed to be learned. Moreover, the spread of English speakers, and the large number of non-native speakers for international contacts make English act as a dominantly used language (Brumfit in Sasaki, 2006:383). This can be seen as the BBC Indonesia released a news that the ASEAN countries imposing the ASEAN Economic Community (AEC) where the trading is not only happen for goods but also for professional employee. It means that one profession will be able to work in other ASEAN country out of one's country, including Indonesia.

In Indonesia, English taught as a foreign language and included as a compulsory subject for junior and senior high school level. In senior high school level, both for General High School and Vocational School, English taught as an adaptive subject that aimed to prepare the student to be able to communicate in English which is needed relevant with their major.

*Sekolah Menengah Kejuruan (SMK)* or Vocational School is an educational unit that aimed to be a medium to improve the students' ability in a particular major which is targeted to improve the human resources in their work field. Vocational school trains the students in improving their skills so they will be able competing after they finish their study. This skills supported by English ability will have more value than others who doesn't master English.

In vocational school, English has three level of Competency Standards— Novice, Elementary, and Intermediate level— which are divided based on the grades. As for the Students of General High School, in Vocational School English has four different language skills contended in Indonesian English teaching, namely speaking, reading, writing, and listening.

Listening is a language skill that enables human to comprehend information received while communicating directly through oral language production and helps the other skills develop. Listening is an important skill which enables language learners to receive and interact with language input and facilitates the emergence of other language skills. (Vandergrift & Goh, 2012:4). Thus mastering the listening

skill will give a huge benefits for the learners, both for learning the language and for communicating in a particular language.

Based on the *Standar Kompetensi Lulusan (SKL)* or the Graduator Competency's Standard issued by the Indonesia's *Badan Standar Nasional Pendidikan (BSNP)*, the listening objective is to make the students to be able in understanding the meaning in an interpersonal and transactional spoken discourse, formally and informally, by listening to request and order related to daily life activity, occupation, and profession.

In line with that, mastering listening skill is very important since it has its own section in the national examination. It was in the academic year of 2002/2003 since the listening test included as the part of English test in the National Examination. National examination's listening test requiring the students to listen to recorded voice in form of short dialogue and also choosing the correct answer based on the picture which explained in the recording. This listening section of the examination tests the students' ability in comprehending the spoken English while communicating. Thus, this listening skill should be prepared well in order to succeed the listening test in the national examination.

Unfortunately, the importance of this preparation is ignored by most of English teachers. As Vandergrift and Goh (2012:4) state that:

“Compared with writing and reading, or even speaking...the development of listening receives the least systematic attention from teachers and instructional materials. While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or

how to manage their listening when attending to spoken texts or messages.”

Practically, there are a numerous number of teachers who simply skipped the listening section materials and jump to the grammar-related materials. The teachers do not know the importance of preparing the students for this section and are too lazy to prepare the equipment since they have no language laboratory. This will lead the students to not recognize what is listening test, how the listening test goes, and what should be prepared in listening test.

Learning materials are anything that can be used by teachers to help them in teaching learning process and is important since they can be used as the stimuli. As the famous Law of Effect by Thorndike states that the satisfaction of a performance can be seen after the performance of a response (R) results in an S-R association that connects the response to the stimuli (S) (Domjan, 2000). In the learning process we can use materials as the stimulus that can trigger the response of the learners in the classroom teaching-learning process. The better the stimuli, the better response the learners will give. But in fact, the materials reserved in the textbook provided by the teacher often has a content which is not related with their major. As what is found from the pre observation of the text book used by the English teacher of SMK Negeri 11 Medan, a performing arts vocational school. The teachers use more than one book and choose the book which has a better content explaining the topic when they are teaching.

One of the books which mainly used by the teachers entitled '*Bahasa Inggris SMK Kelas X*'. But these book has some contents which not related to the major the

students take. The music performing arts students have to learn materials which are fitter to the students of other major, like tourism or automotive students. One example is in the Chapter 3 of the book entitled 'Describing Things, Etc.' Based on the syllabus of *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*, the basic competence of this part is make the students capable in describing things, person, characteristics, time, day, month, and year. Here is one of dialogue in the listening section of the chapter:

- A : Could you tell me something about IKEA?  
 B : Yes. We're a big international furniture company. We ask people what they want and, using this information, we design a new piece of furniture.  
 A : And what's the next stage?  
 B : After that, we ask the suppliers to manufacture the furniture. Then, they pack it, and send it to our stores.  
 A : And then the customers buy it.  
 B : Yes. They visit our stores and see the furniture. They decide what they want and buy it.  
 A : And it's the customer who assembles the furniture?  
 B : Yes, they take the furniture home in parts, and assemble it there.  
 A : I see. Thank you very much for talking to us, Mr. Jorgensen.  
 B : You're welcome.

(Taken from: *Bahasa Inggris SMK Kelas X*, 2007, p. 139, with some adaptation)

From the dialogue above it is obviously can be seen that the content of the dialogue is not related with anything in musical field. This can be seen from the topic in which A and B talk about and the terms they used.

In a matter of support, the same thing also found in SMK Negeri 1 Lumajang, which is an informatics and technological vocational school. Problems found such as the unrelated materials with the students' major which trigger the students to be

unmotivated and not to care during the learning process. In such of this situation, Hutchinson and Water (1986:8) state that:

“Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent to support to the development of courses in which ‘relevance’ to the learners’ needs and interests was paramount. The standard way of achieving this was to take texts from the learners’ specialist area—texts about Biology for Biology students etc. the assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners’ motivation and thereby make learning better and faster.”

This then convince the researcher that making a relevance learning materials with the learners’ needs—in this case the students’ major—will have a big impact on the students’ learning motivation and achievement.

Based on these preceding explanations, it is an important thing then to review the learning materials, especially the listening materials, then to develop these listening materials which related to the students’ major in order to help improving the students’ learning eagerness and to improve their mastery on listening skill to achieve the competency standards.

## **B. The Problem of the Study**

Based on the background of the study defined above, the problem of the study is formulated as follows: “How are the appropriate English listening materials for the tenth grade students of music performing art vocational school?”

### **C. The Objective of the Study**

The research was intended to develop an appropriate—which then specifically intended to major-related—English listening materials for the tenth grade (Grade X) students of Music Performing Art Major of SMK Negeri 11 Medan by providing contents which related to the students' major in order to attract the student's interest in listening mastery and to achieve the competency standard.

### **D. The Scope of the Study**

In this study, the researcher focused on developing the English learning materials, specifically on listening skill materials for the students of vocational school majoring in music performing art. The scope of this study is the learning materials on listening skill of the tenth grade (Grade X) students of Music Performing Art major at SMK Negeri 11 Medan for one academic year or two semesters.

The limitation of the study is in reviewing the existing English learning materials on listening skill which then developed by considering the students' needs analysis according to their major.

### **E. The Significances of the Study**

Since the learning materials take a huge role in language teaching, this study is expected to give valuable contributions theoretically and practically for teachers, students and other researchers which are as following:

1. Theoretically, this study applied some theories which are related to the topic of how to develop and how are the appropriate English listening materials for music performing art major of vocational school.
2. Practically, the result and the products of this study can be used by English teachers as a recommended English listening materials—for the students of music performing art major at SMK Negeri 11 Medan, specifically, and other school with the same major generally—in order to attract their (the students') interest. The other researcher also can use this study as a reference and the relevant study.