

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In Indonesia, English has been used as a foreign language. English consists of four skills which have to be mastered by the students, they are listening, speaking, reading and writing. The learners are required to comprehend (listening and reading) the language and produce (speaking and writing) the language. In teaching the language, between comprehending the language as well as producing the language are exactly have relationship.

One of the education institutions which includes English as a compulsory subject is the vocational high school (SMK). Vocational high school is an educational institution which develops students' skills in order to prepare them mastering specific jobs after they graduate based on their skill programs. English for vocational high school is supposed to be taught to the students specifically based on the nature of their vocation so that they can use their English proficiency to continue their education or to compete in their workplace later on. In order to fulfill the expectation, the students have to master the four basic language skills of learning English including listening, speaking, reading and writing skills. In this case, the students are expected to be able to master one of skills to produce language which is known as speaking skill.

Speaking is considered to be one of the four macro skills necessary for effective communication in any language according to most research, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially on the Internet, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication competence (Yulia:2013). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983:3).

In mastering English speaking skill, the participants in the classroom (teacher and students) are required to build an effective communicative atmosphere during the teaching and learning process. For example, designing effective activities such as role play, turn taking, or conversation based on the students' major. In contrast, Taher & Rahmatollah, in (*Journal of Education and Practice, 2012*) state that most of the language teachers who are to run conversation courses still devote much of the class time immersing the students with non-communicative activities. So, based on the case above, the most important materials in speaking classroom that have to be developed in order to stimulate the students' enthusiasm is transactional speaking.

According to Richards, 1990, "Transactional uses of language are those in which language is being used primarily for communicating information" (p.54). In order to interact with the customer successfully, students need to be able to give responses or informations, so that is why the development of transactional speaking materials is urgently needed by the students. Transactional materials also

perform interactions which have an outcome. The learning outcomes can be seen from the students' succeed in being involved with the customers in giving service, responding customers' demand, offering beauty treatments in a multiplicity of situations due to their duty.

In addition, according to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. The recent curriculum applied in school is curriculum 2013. It points out that the aim of education is to develop three aspects of students' competences which are attitude, knowledge, and skill. Further, curriculum 2013 proposes scientific approach as the guidance in the language teaching and learning process. The scientific method steps used in the language classroom are: i)Observing, ii)Questioning, iii)Experimenting/collecting data/information, iv)Associating/analyzing data/information, v)Communicating, and vi)Creating. In line with those stages proposed by government, the teacher should be able to implement all the stages in order to stimulate students to be more active in learning process. Besides considering the implementation of those scientific approaches, the teaching and learning process in the classroom is also should be supported by the existences of the appropriate teaching material.

In contrast, based on the interview section with the English teacher in that school, the writer noticed that the teacher explained the speaking material which is provided in the textbook still has lack of the appropriate material which specify to the students' need related to their major. As the result, most of students cannot

reach the KKM score especially for the speaking skill. It can be seen from the data below:

**Table 1.1 The Student's Score of Speaking**

Semester X	KKM of Speaking	Score	Students
1 <sup>st</sup> Semester 2016/2017	75	< 75	14
		> 75	5
2 <sup>nd</sup> Semester 2016/2017		< 75	12
		> 75	7

Based on the observation done toward the beauty students at SMK Negeri 1 Beringin, it was found that students' speaking skills didn't reach the competency; the students still get difficulties in doing conversation. It was also difficult for them to express and even to understand the transactional conversation and text in the book. Moreover, it was found that the students use the English textbook which is published by the Ministry of Education and Culture, unfortunately the textbook is also used by the general high school. It can be seen from its cover which is written "Bahasa Inggris – SMA/MA/SMK/MAK Kelas X Semester 1". The English speaking materials which the students learn are still general English. The contents and topics of the English speaking materials are not specific with the beauty program. The speaking materials like: "Guessing Games: Who Am I?", "Let's play scissors, rock, and paper", "Make up a short dialogue for

the following situations (You plan to do the Biology project at the library after school. You ask your best friend to do it together with you)”are not related to the students’ needs and major. Exactly, developing English for Specific Purposes (ESP) is intended to improve the students’ skill especially for students at vocational secondary school absolutely needed. It is supported by Hutchinson and Waters (1987) who stated that ESP materials focus on the learner, so the clear relevance of the English course to their needs would improve the learners’ motivation and thereby make learning better and faster. In short, this opinion state that by providing specific English speaking materials for beauty students, it is expected that it can increase the students’ motivation in learning English.

Based on some findings above, speaking materials which are related to beauty students will be developed in order to meet the students’ need in relation to their major. Speaking materials are chosen to develop by considering the facts that the materials given to the students are not relevant whereas speaking skill should be mastered by them as students of beauty program. English speaking materials for the first grade students of SMK Negeri 1 Beringin will be developed and hopefully can support the teaching and learning process of speaking in order to improve and develop the students’ speaking skill for the students’ need in the future.

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

Based on the background of the study above, the problem of the study is formulated “how English speaking materials are developed for students of beauty study program in SMK Negeri 1 Beringin?”.

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

Based on the problem of the study, the objective of the study is to develop the English speaking materials for the students of beauty study program in SMK Negeri 1 Beringin.

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

The materials that will be developed are based on the students's need and also students' specific purposes. The designed materials will be applied to the students in grade X of beauty study program at SMK Negeri 1 Beringin and the skill that will be concerned on is transactional speaking.

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

The significances of the study are classified into two – theoretically and practically. Theoretically, this study enriches information on how to develop English speaking materials for the students of beauty study program.

Meanwhile, the practical significances of the study are expected to contribute; 1) students of beauty study program, as a source of information and reference to widen their horizon about the topics discussed in the research, 2) English teacher, as a source of information and references in order to enrich their knowledge and horizon about topics discussed, 3) other researchers, as references to conduct similar research.