

CHAPTER I

INTRODUCTION

A. The Background of the Study

In the era of globalization, English as a second and international language is very important to learn because people need English to communicate to others from many different countries especially for students. English as a foreign language, students have to know well four basic skills namely listening, reading, speaking, and writing.

English has become a language that should be well-mastered by many people in the context of job market so the applicants should be able to perform their competence in English. Job seekers need to master English competences because of the demand in many companies. English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. That is why communicating in English is important, at least to pass the interview session when they are applying for jobs.

Vocational High Schools –SMK– are designed to prepare the students to work right after they graduate. The fresh graduate students of SMK are expected to master the skills of their expertise. Besides, English becomes very important since most of the job vacancies put English proficiency, both written and spoken, as one of the requirements. As the main focus of this research is in Office

Administration program, this study program needs English primary in communication skill for daily conversation related to the office context.

One of the ways to help the Office Administration students in encouraging their speaking skill is through providing learning materials. Allwright in Ampa, et al (2013) argues that learning materials should teach students to learn, that they should be resource books for ideas and activities for learning, and that they should give teachers rationales for what they do. Learning materials are also used to help transfer information and skills to others. These are used in teaching at places like schools, colleges and universities. These can include textbooks, films, audios, and more or these can include printed and non-printed materials. The common characteristic of all of them is that they should enhance teaching in a meaningful, interesting way.

Richards in Ampa, et al (2013) also states that materials in language teaching have roles as a resource for presentation of materials either spoken or written, as a source of activities for learners' practice and communicative interaction, as a reference source for learners on grammar, vocabulary, pronunciation and so forth, and as a source of stimulation and ideas for classroom activities. Therefore materials are the center of instruction and one of the most important influences on what goes on in the classroom.

In order to develop learning materials for specific purposes for SMK students, one thing that should become the starting point is the learners' need. Hutchinson and Waters (1987) define ESP is an approach to language learning, which is based on learner need. ESP, then, is an approach to language teaching in

which all decisions as to content and method are based on the learner's reason for learning. That is why, the school needs suitable English materials based on the recent curriculum that also represent the characteristics of each department in each level to meet the students' need. The new Curriculum is called Curriculum 2013 which uses the scientific approach as the basis in the teaching and learning process. However, in Curriculum 2013, it is found that vocational high schools and general high schools have the same English learning materials, even they use the same book.

Based on the researcher's observation which was done toward Office Administration students in SMK Jambi Medan on the 3rd of May 2017, the researcher found that the material used in teaching-learning process is the same as the material for senior high school students which used the English book of Curriculum 2013. It means that SMK students do not have specific book of English whereas they have different needs with senior high school student in general. The textbook that students used didn't provide the relevant speaking learning material. It can be seen by student's handbook that government distributed for the school. They use "Bahasa Inggris" by Kementerian Pendidikan dan Kebudayaan, 2014. In terms of content, the topics and the conversations used were still irrelevant to the basic competence that the students are expected to be able to express the meaning of transactional conversation and the meaning of the text in oral related to the office context to be applied. The conversations used in this textbook were not suitable to their needs.

Here is an example of the irrelevant conversations in textbook:

Task 2: Complete the following conversations with your own words.

Rudi : Hi Ben. How are you?

Ben : Hi, you look great in that black-jacket.

Rudi : _____ (1) saying so.

Ben : I've never seen you in that outfit. Is it new?

Rudi : My sister bought it for me when she went to Singapore.

Ben : Oh I see.

Rudi : Look. What a nice new hair style! Who did your hair cut? I like it a lot.

Ben : _____ (2) think so. My brother did it. I can ask him to do yours if you want to.

Rudi : Yes, please. Look! Andi is coming.

Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations! _____ (3)

Rudi : Fantastic! It's a great job, bro!

Andi : Oh, thanks. It's _____ (4) actually.

In order to support their learning activities, the students have to be taught English as the medium to explore English proficiency in learning activities within classroom and communicate with each other and must be trained to speak English in their daily communication. But in fact, the researcher found that their speaking didn't reach the competency because the students were not good in speaking English to express and even to understand the transactional conversation and text in the book, lack of English vocabularies, lack of practice, and fear of making mistakes.

Based on the explanation above, English speaking material development is intended to support the success of the teaching and learning process at Office Administration students, which gives bigger portion and opportunity for the students to speak actively, freely, and can help the students to learn effectively and be more interested and motivated in learning English because they need English for specific intentions to face the real work field.

B. Identification of problem

Based on the background, the researcher found some problems as follows. First, it is related to the materials. The English material used in learning English for Office Administration program are not suitable based on recent curriculum to their program. Students learn the English materials which are still general English. They need specific English learning materials related to Office Administration program. The content of students' handbook was still irrelevant to the basic competence that the students are expected to be able to express the meaning of transactional conversation and the meaning of the text in oral related to the office context to be applied of their needs.

Second, students in Vocational School are still lack of English speaking. They will not meet their needs in learning English because they are only prepared to face national exam whereas they have to face the real work field. Students cannot speak English well because they got confused to express, even to understand the transactional conversation and text in the book and also fear of making mistakes in practice.

Because of incompatibility of time and lack of expenses, for this reason the researcher focuses on developing English speaking materials for grade ten students of Office Administration program because students need suitable materials that will enable them to communicate in English to face the work field.

C. The Scope of the Study

Vocational High School students, especially in the Office Administration program, need materials that foster them to communicate in English appropriately

and fluently. That is why, this study focuses on developing English speaking Materials for grade ten students of Office Administration Program. These materials, later on, will be as enrichment materials because these materials are designed to enable the students to face the work field.

D. The Problem of the Study

Based on the background of the study, the problem of this study can be formulated as follows: What English speaking materials are suitably developed for students of Office Administration program?

E. The Objective of the Study

Related to the research question, this study aims to develop English speaking materials which are suitable for students of Office Administration program.

F. The Significances of the Study

The significances of the study are classified into two – theoretically and practically. Theoretically, this research is expected be useful to effort the development of the science especially in the development of theories of English for Specific Purposes, so it is very important for teachers to enrich the teaching English for specific field. Then, the result of this research as reference in developing materials related to English for Specific Purposes material for other researchers.

Practically, the result of this research can be useful for students of Office Administration program to help them to improve their knowledge, their skill and competency in using and practicing English in order to prepare them to face the

work field. For the English teachers of Office Administration program, the developed materials from this research can be a guidance to improve the student's speaking skill. It can also be used as a reference and to influence the teachers to develop specific materials based on students' specific needs.

