

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Vocational school is concerned with preparing students' ability in their major for working in the future, which means that the students of vocational school have to learn English for Specific Purpose (ESP). ESP needs to be taught because it is about how to teach the learners suitable materials based on their needs. Esteban (2002) argues that ESP learning materials as means to prepare the students to their target situation. Through ESP, students will find some teaching materials which are related to their vocation.

The content standard of the national education standard board or *Badan Standar Nasional Pendidikan* (2006) states that the purposes of English subject in Vocational School are: (1) to master the basic knowledge and skill of English to support the students in achieving the competency of their expertise program; (2) to apply their knowledge and skill of English to communicate in both spoken and written communication. Further, it is also stated on Permendiknas number 23 in 2006 about standard of competences of alumnus in Vocational school that they have to master their vocation in order to fulfill their targeted job or continue their study in University.

There are many kinds of major in Vocational school, one of those is Electrical engineering study program. Electrical engineering program is one of the major in SMK Sinar Husni Medan which prepare the students to be ready to face

their future variety of career about machine and mechanical global industry. Speaking skill becomes crucial for Electrical Engineering students as Riemer (2002: 91) stated that communication skills are essential for an engineer who aspires to carry out his/her professional practice in the global arena. Engineering communication skills basically constitute several core elements such as the fluency in the English language and the fundamentals of visual communication.

Related with their major, Electrical Engineering students need to have qualified speaking skill because it will be useful for their work life situation where they need to interact or communicate with the foreign customer in the machine shop or repair shop, and also will meet or interact directly with the foreign colleague if they work in company as a professional engineer. Riemer (2002: 92) who also said that English has become the ascendant language internationally, being the most widespread. This will influence the language of communication between professionals internationally.

Therefore, One of the ways to assist the Electrical Engineering students in fostering their speaking skill is through providing learning materials, as Moore (2001) says that the success of teaching and learning process is determined by a good preparation which contains six components, namely: topic, objective of learning, learning materials, activity, instrument / media and evaluation. In short, learning materials are one of the elements that determine the success in teaching and learning process. So, by providing learning materials for the speaking activity, it can help the students to increase their speaking skill.

Learning material is a form of systematically-organized media to help students in learning. It is used as a source that facilitates students to get information, knowledge, and skills out of schools' teaching and learning process (Tomlinson, 2008: 114). This statement was also supported by O'Neill (1990) Materials must be suitable for students' needs, even if they are not designed specifically for them, the textbooks make it possible for students to review and prepare their lessons, the textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

But the fact, based on the observation done toward the Electrical Engineering students at SMK Sinar Husni Medan, the textbook didn't provide the relevant speaking learning material. It could be proven by learning material provided in this book; "Bahasa Inggris" written by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia*. The English speaking material which the students learn are still general English. The contents and topics of the English speaking material are not specific with the Electrical Engineering students. The speaking material like : "Guessing Games : Who am I?", Make up a short dialogue for the following situations (You plan to do the Biology project at the

library after school)”, Let’s play scissors, rock, and paper”, are not related to the students’ need in Electrical Engineering program.

Here is an example of the irrelevance speaking material in textbook:

### Chapter 2 Task 3 : Complimenting

#### Pair Work.

Practice complimenting and responding to the compliments in pairs. One of you becomes A, and the other becomes B.

**A1.** B is working really hard. A compliment B. B respond to the compliment happily.

**A2.** B is showing a very nice drawing. A compliments B. B responds to the compliment.

Here is an example of conversation based on instruction above:

A: Hello, what are you doing?

B : Hello too, I'm just drawing.

A : Wow, may I see it?

B : Yeah, sure. Sorry if it's not nice.

A : This drawing is really nice! You are really talented!

B : Thank you.

A : You are welcome.

**B1.** A is wearing a new pair of shoes. B compliments A. A responds to the compliment.

**B2.** A looks beautiful in her new skirt. B compliment A. A responds to the compliment.

Here is an example of conversation based on instruction above:

B: Hey, A!

A: Hey, B!

B: Wow! You look so beautiful in your skirt.

A: Thank you, B.

B: Is that new? Where did you buy it?

A: I bought it at the mall.

B: Would you like to accompany me to buy it?

A: Yes, I would like to! Let's go!

B: Okay!

Unfortunately, those task are not related with students' needs in Electrical Engineering Department. This task was compliment about "nice drawing" (A2) and "beautiful new skirt" (B2) instead of "good installation of circuit AC" that related with their major.

Based on the fact above, it can be better for the researcher to develop the materials specifically in English speaking materials of grade ten on first semester for Electrical Engineering program. Developing the English speaking materials are needed because the existing speaking materials are not suitable to the students' need. Therefore, the students can be motivated to have proficiency in English speaking skill which is needed for the work practice. Then, Blagojevic (2013) claims that the students are truly motivated to study only if teaching materials constantly address their needs. In other words, the materials will motivate the students to study because the materials developed focus on discussing specific content, that is about Electrical Engineering program.

This then convince the researcher that making relevant learning materials with the learners' need. The materials developed should meet the needs of students. Furthermore, this learning materials are developed by using Contextual Teaching and Learning (CTL) which believes that students will be able to learn better if they connect the content which they are currently studying to the life context in which the content can also be applied. This approach is the most appropriate to be used as the basic of designing the speaking materials because of its foundation, and constructivism. It will make the students understand and solve the problems, express and develop their ideas. Johnson (2005:25) argues that CTL is an approach of teaching and learning that helps the teacher to relate subject

materials to the real world situations and motivates the student to make connection between knowledge and its application to their daily life. Contextual Teaching and Learning also encourages the material developer to design the material contextually based on the students' real life, students' needs, students' previous knowledge and students' meaningful learning experience. By looking at the importance of the concept, Contextual Teaching and Learning was considered as the aspect in designing a set of instructional English speaking materials in this study. Thus, developing English speaking materials based on those approaches can produce the new speaking materials focused on the needs of students. Then, it can interest the students to improve their English speaking skill.

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

Based on the background of the study above, the problem of study formulated as follows :

1. How to develop appropriate English speaking materials for students of electrical engineering program at SMK Sinar Husni through contextual teaching and learning (CTL)?

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

Based on the problem of the study, the objectives of the study was:

1. To develop appropriate English speaking materials for students of Electrical Engineering program at SMK Sinar Husni through contextual teaching and learning (CTL).

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

The scope of this study is the students in grade ten (X) of SMK Sinar Husni Medan-Electrical Engineering Study Program for first semester. This study focuses on developing speaking material based on Contextual Teaching and Learning. This study will be concerned on speaking skill in transactional and also deal with the development of English supplementary speaking materials which contain conversation and vocabulary about Electrical Engineering.

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

The findings of this research can be useful to teachers theoretically and practically. Theoretically, the findings of this research provide information and theories of how to develop English speaking material to teacher.

Meanwhile, practically the findings of this study will be useful for :

1. To English teacher, this research can be used as a supplementary materials for teaching and learning process of speaking.
2. To students, the materials can be used for practice in developing their speaking ability. The students will be motivated to learn English which is integrated to their needs.
3. Other research, as a references for conducting research in relation to materials development.