

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, the regulation of National Education Minister (2013) stated that English teaching at the vocational high school (*SMK*) should be aimed at equipping the students with English communication skills in order to help them communicate in the context areas of their expertise. It means that English teaching at vocational high school should consider the English requirement in the vocational target situation of each study. Generally, students of *SMK* are expected to be able to face the particular field of job after finishing their study (Acts of Republic of Indonesia, number 20, article 15, 2003). This also can be seen in the basic competences in curriculum 2013 of English for *SMK* Grade X; students are expected to be able to express the meaning of transactional conversation, and students are able to express the meaning of text in oral. Moreover, students are expected to be able to communicate English well.

The core competence and the basic competence for grade X of vocational school in the first semester are shown in the table below:

Tabel 1.1 *The standard and basic competence of English in vocational high school (First Semester)*

Standard Competence	Basic Competence (First semester)
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan,	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended),

<p><i>teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</i></p>	<p><i>serta responnya, sesuai dengan konteks penggunaannya.</i></p>
<p>4. <i>Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</i></p>	<p>4.3 <i>Menyusun teks lisan dan tulis untuk mengucapakan dan merespon pujian bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</i></p>

Vocational school is concerned with preparing students for working and improving their vocational potential skills after finishing their study. There are several fields in vocational school including tourism, business, maritime industries and machinery. English is one of the subjects that should be taken by the students to support the competency of the students' expertise program. Moreover, English in vocational high school is aimed to develop students' abilities in communicating by using the target language, both in oral and written communication based on required level: novice, elementary and intermediate. In real life communication, the goal of English subject in the vocational high school is to prepare the students to enter working sector and to be able to develop professional attitude (Purnastuti, 2008).

In English, there are four major skills that should be mastered by students, they are listening, reading, speaking, and writing. Among the four language skills, speaking is one of skills that should be mastered to succeed in learning English. Through speaking, student will be able to get information which increases their

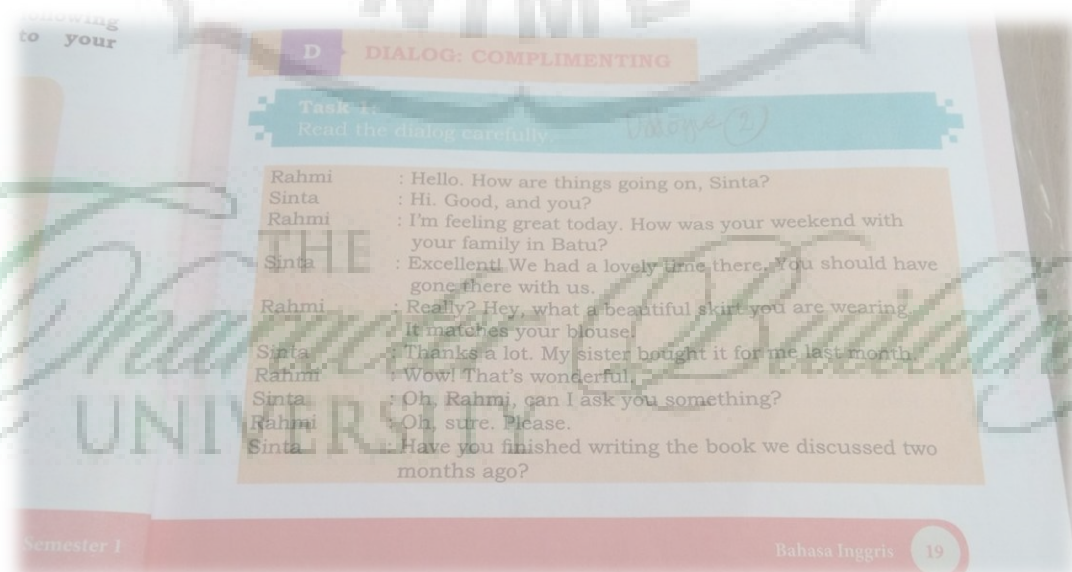
knowledge such as: social, politics, environment, and life style in local or international. In the other word, speaking is a result of an interaction between readers' perception of symbol which represent language and knowledge. Addison & Taumoepeau (2016) said that students studying tourism at the tourism curriculum is limited. The majority of studies are focused on students at tertiary level. It means that, in the real teaching and learning process, vocational high school students do not get much exposure in learning English since the provided material does not really fulfill students' needs, especially the speaking materials. The speaking materials should be relevant to their expertise so that it will help students to learn English as well as learning about tourism expertise as their field of study.

According to the syllabus of SMK Grade X, there are three kinds of text, they are; interpersonal text, transactional text, and functional text. In order to interact with the customer successfully, students need to be able to give responses or information, 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' succeeded in being involved with the customers in giving service, responding customers' demand, offering tour product due to their duty.

Harsono (2007) stated that English teachers usually teach their students by using available textbooks. However, the English learning materials which are really suitable with the needs of the students are not always available. Based on the researcher observation in tourism study program at SMK Shandy Putra 2 Medan, the English learning materials are not related to the students' needs. In

fact, based on the previous observation and research done on the existing syllabus and the existing English speaking materials written done on the students' handbook today, *Bahasa Inggris published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016*, in which dialogue conversation text, was not related to students of tourism program, need to be developed. The contents of the existing English speaking materials are not specific, the topics used are still not related to the tourism study program. It can be proven by the following fact written on the student's English course book given by the government. "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", the topic of the material are not suitable for the Tourism study program because this material did not meet the students need related to their major.

The conversations written in the textbook are also not suitable to the tourism program. In fact, the English materials which students learn are too general. The data as follow:



Source: *Bahasa Inggris published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2016*

The data above shows that the speaking materials are not relevant with the tourism program. The students will get bored easily if they read something which they have known previously. They may lose enthusiasm and interest to learn the speaking materials, simply because they think it will not affect to their program and their future job. In addition, the teacher admitted that student needs specific speaking materials which are related to tourism program.

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. Ideally, if materials are constructed for speaking skills, the interactive process by the designer and the users should take place through speaking, since it would be unrealistic for participants to simply sit there and silently imagine how talk might work from a written script (Bao in Tomlison, 2013). In contrast, Taher & Rahmatollah, in (*Journal of Education and Practice*, 2012) stated 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. Therefore, in developing the speaking material we need to look on the steps of the framework of designing speaking material. This will be explained in chapter 2 of this study.

ESP (English for Specific Purposes) is then needed to be applied to solve the condition explained above. ESP is made by the need to prepare materials for students who already mastered the general English, but now English is needed for

using in employment (Richards, 2001: 28). ESP needs to be applied to get the students' attention in learning their expertise which appropriate with their study program. English for specific purposes is an approach to language teaching in which all decision about the content and method of instruction are based on the learner's needs (Hutchinson and Waters, 1987:19). Baharer (2013) said that ESP takes a better care of students' needs and extends beyond its traditional EAP base. ESP programs are specifically developed for professional fields of study. Finally, the text can enrich the students' knowledge about their program and their job in the future. In other hand, by using ESP students will learn English based on what they need.

Based on some findings above, speaking materials which are related to tourism students would be developed in order to meet the students' need in relation to their major. Materials which concerns in speaking skill are needed to be developed considering to the fact that the materials given to students are not relevant to their major of study. Hopefully the developing speaking material can support the teaching and learning process at SMK Shandy Putra 2 in order to improve and develop the students' speaking skill for the students' need in the future.

B. The Problem of Study

Based on the research background above, the research problem is "How English speaking materials are developed in the tenth grade students of Tourism study program at SMK Shandy Putra-2 Telkom Medan?"

C. The Objective of Study

The objective of the study is to develop English speaking materials in the tenth grade students of tourism program at SMK Shandy Putra-2 Telkom Medan.

D. The Scope of Study

The materials 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 Tourism study program at SMK Shandy Putra-2 Telkom and the skill that will be concerned on is transactional speaking. According to the existed materials on the syllabus, in the first semester study, transactional text consists of talking about self, complimenting, showing care, expressing intensions, and congratulating others. The transactional texts that developed in this study are namely talking about self, complimenting, and congratulating others.

E. The Significances of Study

The significances of the study is as follows :

1. Theoretical Significance

This study enriches the theory of developing English speaking materials for the students of Tourism study program.

2. Practical Significances

- a. For the Students the result of the research is expected to help the students in learning English easier and improve their speaking ability in order to prepare them to face the work field.

- b. For the English teacher, the developed materials will be beneficial for the teachers to give them new knowledge about design materials that are appropriate for their students need especially in English speaking material.
- c. For Other researcher, the result of the research can be used as reference on further related study.



THE
Character Building
UNIVERSITY