

CHAPTER I

INTRODUCTION

A. The Background of the Study

Students in vocational high school (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 the 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 conversations related to the office context.

Hutchinson and Water (2014:8) says that learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and the effectiveness of their learning. English is needed by a particular group of learners could be identified by analyzing and linguistic characteristics of their specialist area work or study we can conclude that English is also used for the specific purposes.

As an international language, English is needed for many specific purposes. That is why there is a term of ESP (English for specific purpose). The specification of English use will help learners to master as well as what they need in terms of specific purpose that they have. In education ESP needs to be applied. Based on Hutchinson and Water's theories, English for specific purposes (ESP) is a way of

teaching and learning English for specialized subjects with some specific vocational or educational purpose in mind. It means that teaching English in vocational school or other vocational institutions, teacher should take notice of designing teaching materials based on students needs related to vocations that the students focus on.

For example, students who take a vocation of office administration program were taught by using teaching material which was unrelated to the office administration. One of phenomena happened is that the students were though by using teaching materials about English in general, it was unrelated to the vocation of office administration that student have, the reading material should about presentation, be a secretary, administration and ect.

Based on researcher's observation which was done toward office administration students in SMK ERIA MEDAN on April28, 2018 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 used the English book "Bahasa Inggris SMA/MS/SMK/MAK kelas XI kurikulum 2013 dari Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2017". It means that SMK students do not have specific book of English whereas they have different needs with senior high school students in general. The textbook that student used didn't provide the relevant speaking learning material. It can be seen by student handbook that government distributed for the school. They use "get along with English". In term of context, the topic 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 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:

Dialog

Jane : Hi, John.

John : Hi, Jane. What are you doing?

Jane : Nothing much. Would you like to go to movies?

John : I would love to, but not right now.

Jane : How about in the afternoon?

John : Great! What movie do you want to watch?

Jane : Let's watch "Ring".

John : I would rather not. I am not much into horror movies. How about peanuts?

Jane : Ok. Let's go. When you want to go?

John : 4 o'clock show.

Jane : It sounds good. Okay, see you then!

John : Okay, see you!

From the dialogue above, it is described about John and Jane is friend.

Jane asked John go to watch the movie "Ring", but John doesn't like horror movie and give the suggestion to watch "Peanuts" movie. It is mean the dialogue described about giving suggestion in their daily activities. The dialogue didn't describe about daily activities of office administration programs as a major in this research.

Moreover, in the other case of this research, the researcher found that their speaking didn't reach competency because the students are 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 explanation above, we were developed their materials from general materials to specific materials that they can use in learning process as office

administration program. English speaking materials development is intend to support the success of the teaching and learning at office administration students, which gives bigger portion and opportunity for students to speak actively, freely, and can help 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.

In addition, Willis and Willis (2007) also support the use of task based learning. Task based learning approach is developed through performing as a series of activities as steps toward successful task realization. By working toward task realization, the language is used immediately in the real world context of the learner, making learning authentic. This approach puts the task to be completed during the language learning process. Problems are given to learners to solve using the target language as a task to complete individually or collaboratively. The teacher facilitates the language need to success the task. In the case traditional teacher centered approach is thrown away since this approach will let the learner to be active in seeking the appropriate form and in practicing the language skills so that they will more confident with their own works.

The English speaking materials based on task based learning for grade XI students of office administration students. Therefore, the study of developing English speaking materials for the students of office administration program through task based learning should be carried on. The use of task based learning can make students will interest and motivate in learning English. These new English speaking materials

were totally different with the exiting one, because the topics were appropriate to theirs need so they were more active in learning process.

B. The problem of study

Based on the background of study, the problem of this study can be formulated as follows: How to develop English speaking material through task based learning for grade XI students of office administration program?

C. The objective of the study

Related to the question, this study aims to develop English speaking material through task based learning for grade XI students of office administration program.

D. 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. This study focuses on developing English speaking material through task based learning of office administration program for grade XI students. These materials are designed to enable the students to face the work field.

E. The significances of the study

The significant of the study are classified into two, theoretically and practically.

Theoretically, this study enriched information how to develop English speaking material through task based learning for students of office administration program.

Practically, this research will be useful for:

1. English teachers, this research can be used as a supplementary materials for teaching and learning process of speaking
2. Student material can be used for practice in developing their speaking ability.
3. Others researcher as a reference for conducting in relation to materials development.

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