

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an important means of communication by which people can express their feelings, thoughts, or ideas, either spoken or written. English is one of the languages which are used broadly in many fields of profession around the world, and it requires people to master it well. So that, people can express their feelings, thoughts, and ideas to other people, especially in an international forum or when they work at an international company.

Learning English consists of four skills which have to be mastered by vocational high school 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 Indonesia, English has been one of the compulsory subjects. It has been taught broadly from elementary up to senior high schools or vocational high schools. Vocational high school is an educational institution which develop students skill in order to prepare them mastering specific job 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 speaking skills. In this case, the students are expected to be able to master one of skills to produce language which is known as speaking skills.

Yulia (2013) states that 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 internet, English speaking skills should be developed along with other skills so that these integrated skills will enhance communication competence.

In mastering English speaking skill, the participants in the classroom (teacher and students) are required to build communicative atmosphere during the teaching and learning process. For example, designing effective activities, such as role play, turn taking, or conversation.

In contrast, Rahmatollah (2012) argued 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 in 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

sable to give responses or information, so that is why the development of transactional speaking materials is urgently needed by students.

For teachers, applying Curriculum of 2013 in teaching learning process is quite challenges. Teachers are required to create a learning environment as creative as possible during the teaching learning process. Learning activities educational processes provide opportunities for learner to develop their potential into increasingly increasing abilities in attitudes, knowledge, skills and directed to empower all of them to expected competencies.

In addition, according to the Indonesian of Education System No. 20 of 2003, a curriculum includes some ways of 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 purposes scientific approach as the guidance in 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 .

To make the learning more meaningful and easily accepted by the students, it needs a learning approach that is related to the real life experience

of the students experiences with curriculum learning that had been suggested by National education curriculum 2013.

The observation was done through interviewed toward English teacher and also observed the existing textbook that is used to support their teaching and learning process. Besides, the writer also observed the syllabus. Based on the interview and observation, the writer found students speaking did not achieve the KKM. The KKM itself determined based on the regulation of the Minister of Education and Culture no.25, 2015 that is 70. The average score which the students got is 65 while the KKM is 70. It means that there were so many students that did not pass the speaking skill. Based on the writer interview with the teacher. There were so many problems that student face in speaking. The students need to be motivated and interested in speaking so they become the successful speakers. This is one of the interview result with the English teacher in the school.

Picture 1. The interview result with the English teacher in the 10th grade of automotive engineering study program at SMK SwastaRokita Sari,

8. Menurut anda kendala apa saja yang dihadapi siswa ketika melakukan skill berbicara (speaking)?

Jawaban:Kendala mungkin ada pada materi pembelajaran yang tidak sesuai dengan jurusan mereka dan penguasaan kosakata, kosakata mereka sangat sedikit sehingga mereka susah untuk memulai berbicara dalam bahasa inggris, kurang rasa percaya diri serta motivasibelajar,karena mereka bosan jika dihadapkan dengan materi-materi speaking yang tidak sesuai dengan jurusan mereka ,mereka juga berpikir materi tersebut tidak akan ada dampaknya bagi jurusan mereka dan juga pekerjaan mereka nantinya

While the existing book which they used in that school is “Buku Bahasa Inggris “ Written by Utami Widiawati Published by

Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, in 2016 which basically was implemented for senior high school students. After observing the existing book, it did not supply the relevant speaking material which related to the automotive engineering student. The topics are for general English not for specific English. In this study the writer only concerns with developing speaking material as one of topic that should be learned by the 10th grade student of automotive engineering study program.

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READING

Task 1:

Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserved it, Man.
 Alif : Thank you very much. This is because you always help me.
 Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
 Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That's wonderful, Alif.
 Alif : Oh, thanks.
 Santi : Good for you. Good luck.
 Alif : Thank you very much.
 Bejo : Well done.
 Alif : Thank you for saying so.
 Ivan : That was great. You must be very proud of your achievement.
 Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.
 Alif : It's very kind of you to say so. Thank you.

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Figure 1.1 The Existing material SMK Swasta Rokita Sari Grade X

This text is not the competency standard for students of automotive engineering, in other words that, this text is too general for the students. The students need specific speaking materials which are related to automotive engineering department.

Based on preliminary data, it can be concluded that it is crucial to develop English speaking material for automotive engineering student in order to gain effective and beneficial teaching and learning process that represent the real-life phenomena that they will face in their workplace later. The students not only achieve the learning objectives in English subject but also improve their knowledge about their major and their future.

Referring to developing speaking materials, scientific approach is suitable to be applied in developing English speaking materials for automotive engineering study program at SMK Swasta Rokita Sari because this approach can help and motivate the students to cultivate high-level thinking skill. According to Kemdikbud (2013) Scientific approach help students to develop their own concept with regard to the subject matter so that it provides an opportunity for students to cultivate high-level thinking skills

Then, Purnamasari (2015) conducted a research developing English speaking material through scientific approach for beauty students. The research showed the existing materials were less comprehensive, not relevant with the students of beauty study program. Based on the researcher findings it recommended that scientific approach is implemented in teaching English for vocational school.

In need analysis, Haque (2014) found that the need analysis from academic perspective, definition and kind importance. It also emphasizes the processes and procedures of collecting information from different sources and shows how it affects the material design for curriculum and syllabus

Noho (2018) conducted a research about developing supplementary speaking material for vocational school students. By giving the relevant supplementary speaking material, the student interest in speaking can also be improved. So, this research aimed at developing the supplementary speaking materials based on 2013 curriculum, the researcher stated that vocational students really need the supplementary material to help them in learning English on their needs.

Harahap (2018) also conducted the study about English speaking material development. The English speaking learning materials were developed to fulfill the needs of the personel for suitable English speaking learning. They needed to improve their English speaking competence in order to be able to communicate the foreign buyers when they conduct craft exhibition in international craft trade fairs.

Those previous studies inspire the writer to conduct a research in developing English speaking material through scientific approach for the students of automotive engineering.

B. The Identifications of the problem

Based on the observation which has conducted in Agustus 2018, the researcher found some problem related to the materials that the teacher used

1. The materials in textbook were too general for vocational students
2. The speaking materials in textbook were not appropriate to students need, interest, demands, especially in automotive engineering program.

3. The lack of vocabulary , lack of motivation and interest in speaking activity by students
4. The Problem of the Study

The problem of the study was formulated as following “*How are English speaking materials developed for the students of automotive engineering study program at SMK Swasta Rokita Sari through scientific approach*”

C. The Objective of the Study

In line with the research problem, the objective of this study was to developed English speaking materials for the tenth grade students of automotive engineering study program at SMK Swasta Rokita Sari.

D. The Scope of the Study

In this study, the researcher focused on developed the English learning material specifically on speaking skill for the automotive engineering students of vocational high school. The scope of the study was the learning materials on speaking skill for the tenth grade students of Automotive engineering major at SMK Swasta Rokita Sari.

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 automotive engineering.

Meanwhile, the practical significances of the study are expected to contribute, 1) students of automotive engineering 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 information and references in order to enrich their knowledge and horizon about topic discussed, 3) other researcher, as a references to conduct similar research.

