

CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking skill is crucial for vocational students, especially for Business and Management students (BM students). Related to their major, BM students need to have good public speaking because public speaking will be crucial role to help them in doing presentation, promoting, ordering, meeting and selling. Reason to choose speaking skill in this study was generally that it will be very useful to students' achievement in learning English.

One of the ways to assist the BM 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.

Furthermore, to support the public speaking achievement of BM students in order to foster their speaking skill easier and faster, Developing English for Specific Purpose (ESP) was intended to improve the students' skill especially for students at SMK. This statement was supported by Hutchinson and Waters (1987) who stated that ESP materials focus on the learner, so the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

Mellouki (2012) also argues that ESP had become an important area in English Language Teaching (ELT) since there were a large variety of majors in vocational school Education for which courses tailored to the needs of students were of paramount importance to achieve effective learning.

Esteban (2002) also argues that ESP learning materials is as means to prepare the students to their target situation. Relevance learning materials to the

students' field of specialization can provide a bridge between English teaching and other subject of the students are engaged in, expands the students' knowledge of their major and present vocabulary in authentic way.

It is briefly stated that the competencies standard in KTSP (School Based Curriculum) of English for SMK are; 1) students are expected to be able to express the meaning of transactional conversation, 2) students are able to express the meaning of text in oral. Speaking skill must be taught to the students because it is one of language skill besides reading, listening and writing. Moreover, students are expected to be able to communicate English well (Depdiknas, 2006: 305)

But the fact, based on the observation done toward the BM students at SMK BM PANCA BUDI Medan, it was found that their speaking didn't reach the competency; the students still get difficulties in doing conversation and presentation. It was also difficult for them to express and even to understand the transactional conversation and text in the book.

However, the success of teaching and learning process is not only coming from the effort of the students themselves, but it simply determine by a good preparation which contains six components; topic, objective of learning materials, activity, instruments, media and evaluation. Learning material is the crucial one because it will support the teaching and learning process.

In fact, based on the previous observation done on the student's English textbook, the textbook didn't provide the relevant speaking learning material. The topics used were still irrelevance with business and management program. It could

be proven by learning material provided in this book; “English in Progress” by Yudhistira. The conversations used in this textbook were not suitable to the program of business and management. In chapter 17, the topic is about “Regrets & Apologies”, the conversation used in this chapter was about “pain of relationship” instead of “occupation, firing or lose”. Next in chapter 18, it’s about “sympathy”, the conversation was about “accident and hospital” instead of “showing sympathy for economic society or business problem”.

Here is an example of the irrelevance conversations in textbook:

Activity 5: role-play the dialogue

Bruce : has Allan shown up yet?

Robin : nope. I guess something might have come up.

Bruce : I wonder what happened.

Robin : I don't know. I hope it's nothing serious.

Bruce : last week his sister was admitted to the hospital.

Robin : Oh? What happened?

Bruce : his sister had a car accident last week.

Robin : is she fine now?

Bruce : she's still a coma.

Robin : oh poor Allan. His sister is the only he has left since his parents died last year

It is not in line with the concept of 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.

This study aimed to design supplementary speaking materials based on Contextual Teaching and Learning (CTL). The supplementary materials would be business conversations based on topics that are needed by the students. The supplementary materials were developed to help the students in improving their speaking skill by providing such a guide book which contains English supplementary speaking material. This guide book can be used by the students as additional and compliment material for their inappropriate book with their major.

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. According to Johnson (2005:25):

“CTL is an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is with the context of their personal, social and cultural circumstances. To achieve this aim, system encompasses the following eight components: making meaningful connection, doing significant work, self-regulating learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessment.”

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. As stated by Tomlinson (2008:5), helping learners to participate in meaningful communication in

which they are using languages to achieve intended outcomes is essential to the development of their communicative competence.

Dini (2015) found the benefits of Contextual Teaching and Learning on her study, namely teachers could teach some expressions in English used in daily life. The teachers could gain students' interest and attention by giving good examples in the learning process by using attractive media and exciting learning method.

Irmayanti (2012) also conducted the study about English speaking material development. The objective of this study was to develop suitable English speaking learning materials for the personnel of small-scale craft industries and Department of Industry, Trade, and Cooperatives of Kebumen district. The English speaking learning materials were developed to fulfill the needs of the personnel for suitable English speaking learning materials. The English speaking learning materials were used to develop the personnel's English speaking skill. They needed to improve their English speaking competence in order to be able to communicate with foreign buyers when they conduct craft exhibition in international craft trade fairs.

Based on the explanation above, English supplementary speaking material development was intended to support the success of the teaching and learning process at BM students. It was considered can help the students to learn effectively and be more interested and motivated in learning English.

B. The Problems of the Study

Based on the background of the study, the problems of the study were formulated in form of questions:

1. How were the existing English speaking materials of the students of Business and Management program at SMK BM PANCA BUDI Medan?
2. What were the relevant English speaking materials needed by students of Business and Management program at SMK BM PANCA BUDI Medan?
3. How were the English speaking materials developed for students of Business and Management program at SMK BM PANCA BUDI Medan?

C. The Objectives of the Study

Based on the problems of the study, the objectives of the study were:

1. To know the existing English speaking material used currently by the Students of Business and Management program at SMK BM PANCA BUDI Medan?
2. To find out the relevant English speaking materials needed by students of Business and Management program at SMK BM PANCA BUDI Medan?
3. To develop relevant English speaking materials through contextual teaching and learning approach for students of Business and Management program at BM PANCA BUDI Medan?

D. The Scope of the Study

This study was limited only on analyzing the students' needs in learning English especially speaking skill. This study also deal with the development of English supplementary speaking materials through contextual teaching and learning which focused on the relevant transactional conversations for the students because people who work in this field need to communicate well and have qualified public speaking.

E. The Significances of the Study

The significances of the study were classified into two – theoretically and practically. Theoretically, this study enriched information how to develop English speaking material for the business and management students.

Meanwhile, the practical significances of the study were expected to contribute; 1) BM Students, as a source of information and references to widen their horizon about the topics discussed in the research. 2) English teacher, as a source of information and references in order to enrich their knowledge and horizon about topics discussed. 3) Other researchers, as references to conduct similar research.