

CHAPTER I

INTRODUCTION

A. The Background of Study

Countries have their own mother tongue such as China has Chinese language, Indonesia has Bahasa Indonesia, and Thailand has Thai in communicating. It would be difficult for Indonesian, Chinese, and Thai communicate each other if they just can speak their mother tongue language. In this case, they need the language that can connect them, that is English. English becomes the language which makes people around the world able to communicate as it has been chosen as world-wide language.

In Indonesia, English is utilized as a foreign language and plays important roles for some life aspects. First, mastering English means have a big chance in obtaining a better and well-paid job. Second, in Indonesia, people use English as one of the subjects to be examined which has an important role to get higher education level. Third, English is used as the access to promote recreation and entertainment through media such as movies, some television programs, and radio programs. The last, English is used as the access to gain the knowledge and information through computer-mediated such as e-mail, chat, information source from World Wide Web, and written-mediated such as newspapers and magazines. It is clear that English no more seen as something new around people in Indonesia.

In educational context, English has four skills which are learnt by students; they are listening, speaking, reading, and writing. Even though it has become a high demanded of necessity, sometimes it is still hard for people whose English is not their mother tongue to listen to something in English. It is supported by seeing the fact that people in Indonesia especially students still do not understand English movies without the help of Bahasa Indonesia on the screen. Students are unable to get good scores when doing listening comprehension in the classroom. Also this can be clearly seen from the fact that there are so many students study at the university level that feel lost ideas when they are listening to the lecture in the classroom which use English to communicate or listening to the native speaker through the tape recorder. Most students feel almost impossible to get the message of what is being heard at the moment. So, it means, it is such a hard thing for students in Indonesia in mastering English listening skill because Bahasa Indonesia which functions as the language in the society covers the use of English.

However, listening is important because it is a skill of English that consists of receiving, constructing, and responding to verbal or nonverbal message (Verderber, et al., 2008, p.37). On the other words, when the teacher gives a listening session in the class by saying a word, students' ears receive the word which improves their pronunciation automatically. The brain processes the word and automatically it improves the vocabulary of the students and at last the students will try to give respond. It is as important as the other skills (speaking, reading, and writing) because

in fact every skill has its own part to support the other skills but students must have good basic in English and have interest that will make the learning process go smoother.

Moreover, listening skill becomes one of the skills that should be mastered since it is a part of National Examination. Students have to listen carefully while the record is playing. They need to gain the message from what is being said by the speaker and then they need to write down the message on their paper test. Unfortunately it is hard for the students who do not have good lesson in their school due to the material which taught at school are not suitable with their major.

English teachers should find out the way out of this situation. Teacher should know the factors that influence the achievement of student while doing the listening section. Irrelevant materials, teaching strategy, and failure in managing students' motivation can be some factors which are possible to be influence the achievement of students. English teacher usually teach his/her students by using available textbooks which is not suitable with students' field study due to learning materials shortage which are suitable with students' needs and their field study. She or he also selects materials based on her or his own judgments and ignore students' level language mastery whereas s/he has to start with recognition of students as individuals as well as being members of a group ... in general way, she/he will tailor her/his teaching methods, the materials s/he use and the production she or he expect to the level s/he is working with (Harmer, 2003:48). Harsono (2007:178) states that there will never be

perfect teaching materials that can be use anywhere, anytime for the same level of students. Indeed, this condition should not discourage the teacher because she or he can develop teaching learning materials for students to gain the learning objectives or to meet the students' needs. As Tomlinson (2008:4) opines that “materials for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and affectively”.

Unfortunately many teachers still do not consider this problem by teaching the major related material. They still use the inappropriate material to teach the students even though the listening materials are far away from the target needs of the students. This situation was found in SMK Negeri 2 Balige when the writer did the *Program Pengalaman Lapangan*, the students learnt English which was not suitable with their major. Thus, while they were doing the listening they could not get the message from what being heard. They did the listening section just to get the score from the teacher. It also found when the writer did pre observation in SMK Negeri 7 Medan of the material used by English teacher especially in major of tourism. The teacher used more than one book as the sources in teaching English. One of the books which mainly used by teacher entitled '*Bahasa Inggris SMA-MA/SMK kelas X Wajib*'. There were found that some learning materials were not related to the major of the students such as in chapter 1 entitled 'Can I have your name, please?', chapter 3 entitled 'Are

you OK?', and chapter 4 entitled 'I'd like to'. Here is one of dialogue in the listening section which took from chapter 1:

- Dewa : Interesting book, isn't it?
 Puja : Yeah, really.
 Dewa : By the way, my name's Mahadewa Kaisar.
 Puja : Nice to meet you. I'm Pujaan Solehah
 Dewa : Sorry, what's your first name again?
 Puja : Pujaan, but please call me Puja.
 Dewa : Where do you live, Puja?
 Puja : I live in Ujung Berung, Bandung.
 Dewa : Oh, do you? Which junior high school are you from?
 Puja : Junior High School 8. And what about you?
 Dewa : I live in Dago, Bandung. I graduated from Junior High School 1.
 Puja : Hey, that's a favorite school.
 Dewa : I guess so.
 (Taken from: Bahasa Inggris SMA-MA/SMK Kelas X, 2013, p.43)

From the dialogue above, it could be seen that the content was not related to tourism. This could be seen from the topic in which Puja and Kaisar talk about.

Among the many vocational areas that constitute the world of English for Specific Purposes (ESP), that of English for tourism is one of the most attractive because all of us are tourists on countless occasions, bringing our own real experiences to the classrooms (Simion, 2012, p.153). They will need to face many new people around and are expected to be able to communicate well. The most common reasons for communicating as a tourism worker are found to be offering destination guides, making on-line ticketing and so on. It also means that they need to master listening to create the good communication with the guests and to get the message from what is being heard. But when they are taught material which is not related with their major

and listened the native speaker who speaks with high level then this situation makes the students do not like English; they do not enjoy English lesson. Thus, they get bored whenever learning English and ended up by not getting the point of learning English. It is all happened just because the material used for them are material that they do not need.

Based on the explanations above, it was important to develop listening material especially in listening which related to students' major and students' need in order to improving their ability in listening section and their mastery in listening skill to gain better achievement and competency standards.

B. The Problem of Study

Based on the background of the study defined above, the problem of the study was formulated as follows: "What English listening materials are appropriate for the tenth grade students of tourism vocational school?"

C. The Objective of Study

The research was intended to develop appropriate English listening materials for tenth grade students of Tourism Major of SMK Negeri 7 Medan.

D. The Scope of Study

In this study, the research focused on developing an English listening material of students of vocational school majoring in tourism. The scope of this study was the listening material of the tenth grade students Tourism major at SMK Negeri 7 Medan.

This study focused in reviewing the existing listening material in first semester which then developed by considering the students' needs, syllabus, and major.

E. The Significance of Study

The finding of the study expects to be useful for:

Theoretically:

- a. This research increases knowledge about how to develop and how are the appropriate listening materials for tourism major.

Practically:

- a. English teacher, as source to choose and develop the English listening material that will be taught in the classroom.
- b. English students, to build their interest in English and improve their listening skill.
- c. Other researchers who want to conduct similar research use this study as reference.