

CHAPTER I

INTRODUCTION

A. Background of Study

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

One way to assist the marketing students in fostering their speaking skills 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 the good learning materials for the speaking activity, it can help the students to increase their speaking skill.

Learning materials are 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 is also supported by O'Neill (1990) he argues that 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 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, 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 marketing students in order to foster their speaking skill, it is vitally important to develop the speaking materials that appropriate to the students need. Developing English for Specific Purpose (ESP) is intended to improve the students' skill especially for students at SMK. This statement is supported by Hutchinson and Waters (1987) who states 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.

According to Depdiknas (2006: 305) for the marketing students, speaking is the most important of all because the marketing students will communicate in public for example when they are selling, promoting, ordering their product. Moreover, marketing students are expected to be able to communicate English well.

The success of teaching and learning process is not only coming from the effort of the students themselves, but it is simply determined 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. Based on The observation was done through interview toward English teacher at SMK Negeri 1 Medan. From this interview, the teacher said that the students of Marketing study program needed the specific speaking materials to fullfill their needs.

In fact, based on the observation at SMK Negeri 1 Medan, the materials used in the teaching-learning process is the same as the material for senior high school students which is the English book of Curriculum 2013. The textbook which is published by the Ministry of Education and Culture, doesn't provide the relevant speaking learning material to their major. The conversations used in the textbook were not suitable for marketing study program.

Here is the example of the irrelevance conversation and the task in textbook:

Read the dialog carefully

<i>Rahmi</i>	<i>: Hello. How are things going on, Sinta ?</i>
<i>Sinta</i>	<i>: Hi, Good, and you ?</i>
<i>Rahmi</i>	<i>: I'm feeling great today. How was your weekend with your family in Batu ?</i>
<i>Sinta</i>	<i>: Excellent! We had a lovely time there. You should have gone there with us.</i>
<i>Rahmi</i>	<i>: Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.</i>
<i>Sinta</i>	<i>: Thanks a lot. My sister bought it for me last month.</i>
<i>Rahmi</i>	<i>: Wow! That's wonderful.</i>
<i>Sinta</i>	<i>: Oh, Rahmi, can i ask you something?</i>
<i>Rahmi</i>	<i>: Oh, sure. Please.</i>
<i>Sinta</i>	<i>: Have you finished writing the book we discussed two months ago ?</i>
<i>Rahmi</i>	<i>: yes. Come to my room. Look at this. What do you think?</i>
<i>Sinta</i>	<i>: Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.</i>
<i>Rahmi</i>	<i>: Thanks a lot. You've inspired me to do this.</i>
<i>Sinta</i>	<i>: Your publisher should send it to all bookstores here.</i>
<i>Rahmi</i>	<i>: Yes, you are right. The publisher will do it for me.</i>
<i>Sinta</i>	<i>: Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now.</i>
<i>Have a nice day!</i>	
<i>Rahmi</i>	<i>: You, too.</i>

Read the sentences. Are they true or false based on the dialog above?

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|---|-----|
| 1. Three people are involved in the conversation. | T/F |
| 2. The conversation takes place in an office. | T/F |
| 3. Rahmi is Sinta's sister. | T/F |
| 4. Rahmi went to Batu with her family. | T/F |
| 5. Rahmi gives a compliment to Sinta's clothing. | T/F |
| 6. Sinta compliments Rahmi's book. | T/F |
| 7. Rahmi does not like Sinta's compliment. | T/F |

(Source: Bahasa Inggris 2016 revised edition)

The speaking materials in existing text book is good. It is prepared in accordance with the basic competencies for marketing students grade X. However, as shown above, the materials were not specifically made for marketing study program students. It proves that the materials have not fulfilled the needs of marketing students. It is not in line with Esteban (2002) who 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.

In addition, the task provided on the existing English speaking materials as shown above was not a well-designed task because it uses a single task. Nunan (2004) say that a good task design is not a single task, they add that an input is ideally followed by a sequence of tasks and these tasks relate one to another. All these tasks are designed in a formal framework or procedure where every stage in the procedure provides a clear outcome. Then they add that the framework has three possible advantages to be gained: 1) the framework will provide a context in which you can prime learners by introducing, in a meaningful context, the vocabulary they will need to process the text. 2) the framework will ensure the

learners approach the text in the same way as we approach text processing in real life. 3) a well design task will help to provide or enhance the motivational challenge involved in processing a text. In short, the framework provides opportunities for the students to focus on form and meaning of the language. and that by the time the students come to the target tasks they are able to perform effectively.

In addition, Willis and Willis (2007) also support the use of task-based learning. Task-based learning approach is developed through performing a series of activities as steps towards successful task realization. By working towards 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 be solved using the target language as a task to be completed individually or collaboratively. The teacher facilitates the language needed to succeed the task. In this case traditional teacher-centered approach is thrown away since this approach will let the learners to be active in seeking the appropriate forms and in practicing the language skills so that they will more confident with their own works.

Based on the explanation above, the English speaking materials based on task-based learning for the grade X students of marketing study program in SMK Negeri 1 Medan were developed. Task-based learning as a proper approach to support the developing English speaking materials for the marketing students. Therefore, the study of developing English speaking materials for the students of marketing study program through Task-based learning should be carried on. The

use of task-based learning can make students interested and motivated in learning English. These new English speaking materials were totally different with the existing one, because the topics were appropriate to their needs so they were more active in the learning process. In addition, the materials were also be prepared in accordance with the English speaking basic competencies for the grade X students of marketing study program in 2013 curriculum. It aims to fulfill the basic of competencies that has been set by the educational government.

B. Problem of Study

Based on the background of the study, the problem formulated as: how the English speaking materials were developed appropriately through Task-Based Learning approach for grade X students of Marketing study program at SMK Negeri 1 Medan.

C. Objective of Study

The objective of study was to develop appropriate English speaking materials through Task-Based Learning approach for grade X students of Marketing study program at SMK Negeri 1 Medan.

D. Scope of Study

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

E. Significances of Study

The significance of the study was classified into two-theoretically and practically. Theoretically, this study enriched information how to develop English speaking material for the Marketing students.

Meanwhile, the practical significance of the study were expected to contribute; 1) Marketing 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.