

CHAPTER I

INTRODUCTION

A. The Background of the Study

In this globalization era, English has an important role which brings many benefits to human life. The need for mastering English in the globalization era is absolutely necessary. People around the world use English as a tool to communicate each other. Mastering English supports people to communicate in a number of fields such as science, business, even engineering. Mastering English also allows people to enjoy their life and work no matter where they are. This statement is also supported by Hutchinson (1987: 6) who said that English became the accepted International language of technology and commerce, it creates a new generation of learners who know specifically why they are learning a language – businessmen and–women who want to sell products, mechanics who has to read instruction manuals, doctors who need to keep up with developments of in their field and a whole range of students whose course of study included textbooks and journals only available in English and many others.

English is also a field of study which becomes one of the important subjects in the world. In Indonesia, it is as a compulsory subject which must be learned by the students. It has been taught broadly in many levels of education like Junior High School, Senior High School and Vocational High School (VHS), either in public or private school. Learning English is important, especially for those who are going to face the real working field after graduate from schools, in this case VHS students.

VHS focuses on the development of skills that apply to a certain specific occupation. The objective of vocational schools is to prepare the students or the graduates to enter working sector and to be able to develop professional attitude in vocational school (Purnastuti 2008). Considering the important of English in VHS, According to the Laws of Education System No. 20 of 2003, The goals of teaching English in VHS based on curriculum 2013 are to (a) prepare students with communicative competence in the contexts of material communication which are needed its competence program, either written or spoken, preparing the learners to be able to communicate in daily life, and preparing the learners to develop communication to a higher level, (b) prepare students to master knowledge and basic ability of English to support the achievement of the competency program and prepare the students to be able to apply their ability of English to communicate, especially for students of automotive engineering program that must be competent in English related to mechanical context.

There are many kinds of major in VHS, one of those is automotive engineering study program. Automotive engineering program is one of the major in SMK SINAR HUSNI MEDAN which prepare the students to be ready to face their future variety of career about machine and mechanical global industry. Speaking skill becomes crucial for automotive engineering students as Riemer (2002: 91) stated that communication skills are essential for an engineer who aspires to carry out his/her professional practice in the global arena. Engineering communication skills basically constitute several core elements such as the fluency in the English language and the fundamentals of visual communication.

Related with their major, automotive engineering students need to have qualified speaking skill because it will be useful for their work life situation where they need to interact or communicate with the foreign customer in the machine shop or repair shop, and also will meet or interact directly with the foreign colleague if they work in company as a professional engineer. Riemer (2002: 92) who also said that English has become the ascendant language internationally, being the most widespread. This will influence the language of communication between professionals internationally.

Therefore, automotive engineering students must have a good communication skill in order to be able to communicate English appropriately in their future career. One of the ways to assist the automotive engineering students in fostering their speaking skill is through providing the appropriate learning materials. Moore (2001), as quoted by Lumbannahor (2016: 1) 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. So, the designing of the learning materials for the English speaking skills must be based on the students' needs.

In fact, based on the previous observation had done at April 17, 2017 toward the automotive engineering study program students at SMK Sinar Husni, it was found that the materials used in teaching – learning process is the same as the materials for senior high school students which was the English book of Curriculum 2013. It could be seen from its cover which was written “Bahasa

Inggris – SMA/MA/SMK/MAK Kelas X Semester 1”. Moreover, the English speaking materials which learned by the students were still general English. The contents and topics of the English speaking materials were not specific with the automotive engineering program. The speaking materials like: “Guessing Games: Who Am I?”, “Make up a short dialogue for the following situations (You plan to do the Biology project at the library after school. You ask your best friend to do it together with you”, “Let’s play scissors, rock, and paper” were not related to the students’ needs and major.

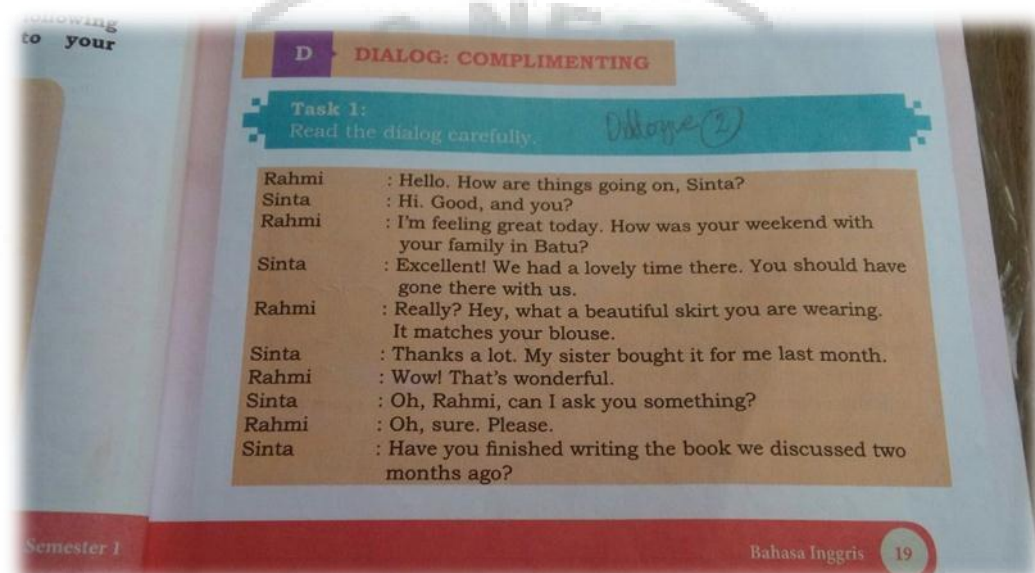
Teaching English in VHS is different from senior high school because it had to be specific based on their major. It had different standard competence and basic competent. The standard competence and the basic competence in first semester of grade ten was shown in the Table 1.1.

Table 1.1. The standard and basic competence of English in vocational high school (First Semester)

Standard Competence	Basic Competence (First semester)
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (extended), serta responnya, sesuai dengan konteks penggunaannya.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai	4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (extended), dengan memperhatikan

kaidah keilmuan	fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.
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The example of conversation in the grade ten's book:



The conversation above showed one of the standard competence in syllabus which was about express feeling in complimenting “What a beautiful skirt you are wearing. It matches your blouse”. But unfortunately it was not relevant to the automotive engineering students. Day & Krzanowski (2011:5) stated that ESP involved and learning the specific skills and language needed by particular learner for a particular purpose. It meant that VHS students should get specific English materials in learning process based on their study program. So, they could be easy to face work filed in the future.

Kusuma (2013) also had conducted the study about English speaking material development. The objective of this study was to design an English

speaking material to be relevant for the grade ten students of automotive engineering in SMK Sanjaya Ngawen. He said that developing English speaking material for students of automotive engineering is very important because they need a learning topic which was relevant to their vocational program that is automotive engineering. Thus, after they had graduated from the school, if they wanted to work abroad, they needed to learn English intensively, especially to develop their speaking skill.

Moreover, the students of automotive engineering study program were lack of competence in speaking skill. This problem was related to the students. They were many students that were not confident to use English. For instance, when the teacher asked them to come forward to have a conversation with friends and act the dialogue, they refused it. They were too shy and felt worry of making mistake and if friends would laugh at them. The students were also less of activities to support their practice in the classroom which made them less of confidence to speak up in English. So that the students needed interesting activities, task and material to stimulate them in learning speaking. Language learning materials that could be function properly are those that were presented in the form of task. Ellis (2003), in Nunan (2004: 3-4) stated that a task is intended to result in language use that is similar to the way language use in the real world, in the future work field situation. It will be more active and enjoyable if the teacher uses task speaking material and activity based on task based learning in teaching speaking skill in the classroom. The task instructs the students to do and complete their

task. Every task has a clear purpose and contain what the teacher and the students must do.

Kesda (2012) in Nasution (2017) found that task based learning activities support language learning and speaking of the students in the classroom. The variety activities in speaking material for the students were helpful and encouraging. Ruso (2017) also found that task based learning was helpful in students' motivation and learning. It was encouraged the students' practice opportunities of the target language receptivity in the lesson as a result of presenting various task.

Based on the explanation above, speaking materials which were related to automotive engineering students should be developed in order to comply the students' need in relation to their major. Speaking material were chosen to develop by considering the facts that the materials given to the students were not relevant whereas speaking skill should be mastered by them as students of automotive engineering study program. English speaking materials for the grade ten students of SMK Sinar Husni would be developed through Task – Based Learning (TBL) and hopefully contributed to help the teaching and learning process of speaking in order to improve and develop the students' speaking skill for the students' need in the future career.

Indeed, to support the speaking skill achievement of automotive engineering students in order to encourage the development of their speaking skill, the developing English for Specific Purpose (ESP) especially for students at VHS of automotive engineering study program were absolutely needed. It was supported

by Riemer (2002: 93) who argues that a course in English for Specific Purposes (ESP) will enhance English language training and an engineering student's communication skills. It will also aid in the globalization of education and the internationalization of practicing engineers. Hutchinson and Waters (1987) who also 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 more effective.

Based on the opinions above stated that by providing specific English speaking materials for automotive engineering students, it was expected can improve the students' achievement in speaking skill.

B. The Problem of the Study

Based on the background of the study, the problem of the study was formulated in form of question:

1. How to develop appropriate English speaking materials for students of automotive engineering program at SMK Sinar Husni through task-based learning (TBL)?

C. The Objective of the Study

Based on the problem of the study, the objectives of the study was:

1. To develop appropriate English speaking materials for students of automotive engineering program at SMK Sinar Husni through task-based learning (TBL).

D. The Scope of the Study

This study dealt with the development of the relevant English speaking materials through task-based learning approach for the students of Automotive Engineering Study Program for the grade ten students at SMK Sinar Husni in their textbook because people who work in this field need to communicate well and have qualified speaking skill.

E. The Significances of the Study

The significances of the study were classified into two – theoretically and practically.

(1) Theoretically

This study was expected to enrich information about how to develop English speaking material for the Automotive Engineering students. The materials were expected to provide a good reference and useful in developing the knowledge and science.

(2) Practically

This study was a conceptual contribution to:

a) The findings were expected to be used as inputs for the teachers, administrators, developers and educational institution in implementing and select appropriate English speaking materials for their students.

b) The students of Automotive Engineering program as a source of information and references to widen their horizon about the topics discussed in the research.

c) Other researchers as references to conduct similar research.

