

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, secondary school is divided into two. They are senior high school and vocational high school. Both are the same level but have different purpose. Senior high school is an educational institution which prepares the students to continue for further education while vocational high school is an educational institution which prepares the students to get the job or career in the future.

In the vocational high school, there are some majors, including fashion design, business and management, computer and networking engineering, visual communication design, hotel management, accounting, and culinary and art. Beauty is one major in vocational high school. Different from senior high school students, vocational high school students need the specific subject to support their needs in career. So, they will learn about the subject which is related to their major. For examples, the students of vocational high school in culinary and art study programme will learn about the subjects which are related to food and beverage and the students of vocational high school in fashion design study programme will learn about the subjects which are related to clothes and style. Students of beauty study programme also will learn about the subjects which are related to hair and skin.

Besides learning about specific subject in their major, students of vocational high school, specifically beauty study programme need the general

subject like English to support their future job. In Indonesia, English has been used as a foreign language. English is also known as an International language. As an International language, English will be used in job application. In English, there are four skills that have to be mastered by the students, they are listening, speaking, reading and writing. Actually, the skill that is needed by the students of beauty study programme is speaking, but writing is also important. Why? Because, by having writing skill, the students will know how to shape a text with an appropriate arrangement. Furthermore, doing communication with each other is not only spoken but also in written form. Thus, writing is also important for beauty study programme.

Learning writing is not easy. The big problem that is faced by the students in learning writing is to express the ideas. According to Richards (2002: 303), writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. The difficulty to express the ideas is caused by the lack of teacher's explanation in learning writing and students' interests and inappropriate topic in existing material. So, they are difficult to express the ideas into a text. To solve the problem, the teacher should explain more about the strategy in writing, so that students' interests in learning writing will increase and writing materials of vocational high school should be relevant in order to make the students are easy to write.

The act of giving relevant materials to the vocational high school students is also demanded by the curriculum implemented now, Curriculum 2013. The

rationale of Curriculum 2013 development Structure of Vocational High School and Islamic Vocational High School states that:

Penguatan materi dilakukan dengan cara pendalaman dan perluasan materi yang relevan bagi peserta didik.

Based on the statement above, the relevant materials are very needed for vocational high school. Having relevant materials mean support the students in understanding the materials during teaching-learning process.

Talking about relevant materials, today, the English writing materials are not really suitable for the students' background. The English text book which is organized by the ministry of education is too general. The unsuitable materials need to be developed. Materials development should be based on students' need. The approach that is based on learners' needs is called ESP (English for Specific Purposes), as stated by Hutchinson and Waters (1987). In addition, Hutchinson and Waters (1987) say that in developing the materials, the target needs and learning needs of the students must be discovered by conducting the needs analysis in order to meet the materials with the learners' needs and interests. English Specific Purpose (ESP) associates the materials with the specialty.

Based on the observation, the researcher found that SMK Negeri 1 used the English textbook of Curriculum 2013 which was applied in each study programme. The English textbook of tenth grade students in Beauty study programme had been observed by researcher and found that the existing materials did not support the beauty study programme. All of the topics were too general while students of beauty study programme needed the specific materials to support their needs in the future job.

In addition, the statement of unsupporting materials were also said by teacher in interview session who said the textbook did not support the beauty study programme and less of specification because the textbook was too general. The teacher also said that the materials of descriptive text did not support for students of beauty study programme.

The unsupporting descriptive materials in the textbook of Curriculum 2013 made the researcher interested to develop the descriptive materials which were relevant to Beauty study programme. The researcher developed the materials which focused on content and students' interest. There were the specification of the contents so that the students of beauty study programme were easy to learn writing in descriptive text.

In supporting the previous explanation, Supriyadi (2013) developed teaching material of writing scientific paper using constructivism approach and found that the implementation of development product of teaching material improved learning outcomes in writing scientific paper. The result of his study was a set of teaching material of writing scientific paper based on the constructivism approach which consisted of four activities, namely orientation, exploration of concept, interpretation/concept inquiry, and concept application.

Aviyanti (2015) developed English learning materials for grade XI students of beauty skincare study programme and found that the developed materials was appropriate to be implemented. The result of her study was a set of learning materials which covered of three units, they were procedure, report and narrative text. The developed materials were based on Curriculum 2013.

Another finding from Utami (2013) who developed English writing materials for students grade X of painting study programme. The research finding showed the contents of description text are suitable and improved the students' ability in writing. The result of her study was a set of English writing materials which consist of three units, they were describing things, people and artwork.

Besides, Purnamasari (2015) developed English learning materials for grade X students of beauty study programme and found that the content, language, presentation and the lay-out of the materials are appropriate to be implemented. The result of her study was a set of learning materials which consist of three units, they were, describing people, announcement and greeting cards.

Those four researchers had developed the materials which support students' need in vocational high school. In this case, the researcher developed English writing materials for grade X students of Beauty study programme. The researcher developed two units which covered describing people and place related to Beauty context.

B. Identifications of Problem

Based on the background of the study, there were several identifications of problem:

1. the irrelevant materials in textbook of Curriculum 2013 made the students of Beauty study programme had low interest in writing.
2. the materials did not support the students of Beauty study programme in future job.

3. the teacher needs to provide the relevant materials to support students' need in teaching-learning process.

C. Problem of the Study

Based on the identifications of problem, the problem of this study was formulated "*how the descriptive writing materials based on Content Based Instruction were developed appropriately for students in Grade X of beauty vocational high school?*"

D. Objective of the Study

Based on the formation of research problem, the objective of this study was to develop appropriate descriptive writing materials based on Content Based Instruction for the students in Grade X of beauty vocational high school.

E. Scope of the Study

The materials were developed based on students' need and students' specific purpose which were applied to the students in grade X of Beauty Vocational High School and the skill that was concerned on is writing, particularly in descriptive text.

F. Significances of the Study

The significances of the study was classified into two, theoretically and practically.

Theoretically, the result of this study can be a reference for people who are interested in developing English writing materials.

Practically, the researcher expected this study was useful for:

1. the students; support the students' need and motivate them in learning English, especially writing
2. the teachers; help teacher to develop the appropriate writing materials based on the students' need
3. the other researcher; can be resources for further studies.

