

## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

Efforts to improve vocational education in Indonesia have intensified since 2005, with both the MNEC (Ministry of Education and Culture) and MORTHE (Ministry of Research, Technology and Higher Education) focused on increasing the number of SMKs and tertiary vocational institutions while ensuring the quality of curriculum and achieved learning outcomes match with industry demands. The MENC and the MORTHE were also implemented policies to increase the number of industry professionals to teach at SMKs and tertiary vocational institutions. Nevertheless, a number of challenges to the future of vocational education in Indonesia was still remain.

Despite its long history, serious effort to improve the existing system only came with the implementation of the vocational education expansionary policy and Indonesia officially joined ASEAN Economic Community (AEC) or familiar as Masyarakat Ekonomi ASEAN (MEA). The establishment of the AEC was a major milestone in the regional economic integration in ASEAN. Since then, the Indonesian Government has emphasized vocational education as one of the key strategies to boost the country's economic development. Between 2001 and 2010, the number of senior secondary students enrolled in SMKs increased by 158%

(OECD/Asian Development Bank 2015). This section explored various opportunities for the Indonesian Government and other stakeholders to further improve the vocation education system as well as to increase the employability of graduates from vocational institutions.

One of the Indonesia Governments' effort in order to empower competition with another countries as AEC' members was human resource enhancement. The government investigated the development of the nation's education and training system in order to close the gaps and to transform the Indonesian TVET (Technical and Vocational Education Training) to improve employability and participation in life long learning.

The Ministry of Education announced that starting from 2015, students who graduate from SMK will receive a professional certification to mark their expertise in their respective field. As the commitment of AEC members, the students with expertise certificates will be valid and accepted in all ASEAN countries as part of the free exchange of labour.

To support the vocational students' ability to communicate their skill, they need to comprehend English language as the international language. The international currencies of technology and commerce was create the point of view that people learn English not only for pleasure or prestige of knowing the language (Hutchinson& Waters, 1987).

Vocational High School or Sekolah Menengah Kejuruan (SMK) is an education institution that emphasize the target achievement based on the students'

major. In other words, the school aims to create students who are ready to enter job field with the skill who owned each of students. Based on curriculum 2013 about the standard of contents for a vocational high school, the goal of teaching English in the vocational high school is to improve students' intelligence, knowledge, personality, morals, and skills, to live autonomously and to continue to higher education based on their vocational programs.

Accounting is one of the major in Vocational High School aimed to prepare the students to work as accountant that familiar with english accounting terms. The growth of industry and company forced the students have international capability including english speaking ability in order to meets jobs standard. Speaking becomes the important thing for accounting students in order they can communicate transactionally and interpersonally. The transactional function has its main purpose in conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relation between people (Harmer, 2007 :343).

But unfortunately the education system in Indonesia is still concentrated in the two main skills namely reading and writing (Andi et al). This is because most teachers only put students' ability to understand the structure of language. But actually the case is the main thing in achieving language proficiency is not enough to just understand the English structure but can practice orally.

Furthermore, since speaking will not be the main subject that the students have to deal with examination, the number of the speaking materials which the students

will receive in the school could be considered less than any other subject. Whereas, the students need to be exposed to more speaking materials if they want to achieve better proficiency in speaking (Andy et al).

As Moore (2001) said 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. Tomlinson (2008) argues that ELT materials should be driven by principles of language acquisition and that ideally all units of materials should be in principled, relevant and coherent.

Learning material is the stimuli for students that used by teachers to help them in teaching learning process. Teacher as the facilitator in the learning process has an important role to select the suitable materials for students. Tomlinson (1998) proposed that the suitable materials for student is should expose the learners to language in authentic use, help learners to pay attention to features of authentic input, provide the learners with opportunities to use the target language to achieve communicative purposes, provide opportunities for outcome feedback, achieve impact in the sense that they arouse and sustain the learners' curiosity and attention, and stimuli intellectual, aesthetic and emotional involvement.

Learning materials must be prepared in accordance with the needs of learners, because the teaching material which is constantly addresses to their need can motivate them to achieve the learning objectives (Blagojevich, 2013). English book is the main learning sources using in Indonesia. English textbook adopted

contextual teaching and learning (CTL) that has been associated with other educational theories such as experiential learning, transformative learning, and situated learning.

One of the most important factors about language is that it deals with social context and culture (Schmitt, 2012). The thrust of CTL is the integration of subject matter content and real-world situation so that's students find school experience relevant to their live. But there is a different perspective of the terms daily life for general students and vocational students. The textbook used in Indonesia related to daily life as general whereas the daily life context for vocational students is related to their major (Widodo, 2015).

Particularly in Indonesia vocational school received scant attention in vocationally tailored English textbooks because publishers and governments assume that student share the same needs with general students. Most of the teacher s recognized the lack, but they do not have a vested interest in designing or developing vocational English materials because of time constraints, lack of institutional support, no professional training in language material development, and no national curriculum endorsement (Widodo, 2015). Then it is impact the English quality of vocational students in Indonesia.

Recently Indonesia used the 2013 curriculum (K-13) implemented in mid of 2013 with scientific approach theoretical perspective. There are two important points that teachers should obey namely teachers have to follow both the mandated curriculum, and the prescribed textbook and teachers have the right to

supplement teaching materials based on their students' needs. It means that the teachers right to supplement teaching materials based on students needs give the opportunities to teach vocational students related to their major as their needs.

Harsono (2007) stated that the English teacher have to teach their students using the prescribed textbook as the government regulation. But the existing learning materials in the prescribed textbook often lack of relationship with students major. This condition should not discourage the teacher as long as they have the objective of the teaching or they are familiar with students needs and use additional book as the learning sources.

Based on the preliminary observation the researcher found that the existing material on the textbook used by the English teacher of SMK Negeri 1 Sidikalang especially Accounting major program has no relation with their major. The teachers used more than one book for different publisher as the references for the topic of the learning. One of the books which mainly used by the teachers entitled 'Bahasa Inggris SMA/MA/SMK/MAK Kelas X'. The book was designed for all high school, means that the material does not specificly purposes for Vocational School. For example in chapter entitled , here is the speaking activity :

**Ask your parents or relatives about historical places that they know. Use these question to guide you. Report the information you have obtained to the class.**

- What is the name of the place?
- How old is the place?

- Is the place spooky?
- Why is it mysterious ?
- How does the place look like?

(Taken from : *Bahasa Inggris SMA/MA/SMK/MAK Kelas X, 2013, p.101*)

The speaking activity above was not related to Accounting major and the terms refers to tourism program. In addition, based on the result of questionnaire and interview found that students and teacher need additional material that related to their major.

The first questionnaire aimed to analyze the relation between existing material and accounting program, and the result is that the existing material were not related. The second questionnaire aimed to found what student needs with their new English speaking material. And based on the result of interview, found that the teacher as the class guide need an appropriate teaching material source in order related to the students major. It can conclude that the existing material in SMK Negeri 1 Sidikalang were not related with Accounting and have to developed.

In addition, Berman (2017) conducted a research the relevance of textbook material with Business and Management (BM). It is found that there was no relationship between English Speaking material and Business and Management.

Based on the preceding explanation it was an important thing then to develop these speaking materials which related to the students' major in order to help

improving the students' learning eagerness and to improve their mastery on speaking skill to achieve the 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: "How do the appropriate English speaking materials developed for the tenth grade students of accounting program of vocational high school?"

### **C. The Objective of Study**

Based on the problems of the study, the objectives of the study was to developed the relevant and appropriate English speaking materials for the tenth grade (Grade X) students of Accounting Major of SMK Negeri 1 Sidikalang by provide contents which related to the students' major in order to attract the student's interest in speaking proficiency and the competency standard achievement.

### **D. The Scope of the Study**

In this study, the researcher focused on developed the English learning material specifically on speaking skill for the accounting major students of vocational high school. The scope of this study was the learning materials on speaking skill for the



tenth grade (Grade X) students of Accounting major at SMK Negeri 1 Sidikalang for one semester.

#### **E. The Significances of the Study**

Considering the importance of learning material in learning and teaching process this study was expected to give valuable contributions theoretically and practically which are as following:

1. Theoretically, this study provided some theories which were related to the topic of how to develop and how are the appropriate English speaking materials for Accounting major of vocational school, so it also can be the references for teachers or book writer to develop suitable teaching material.
2. Practically, the result and the products of this study can be used by English teachers as a recommended English speaking materials, for students as their relevant learning material appropriate with their major, and for other school with the same major. The other researchers who wish to develop English materials for the grade X of vocational high school students, the result of this study can be a reference and the relevant study.