

CHAPTER I

INTRODUCTION

A. The Background of the Study

As an international language, English such a precious things that every human need to masters, it's spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, culinary, tourism, etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

According to the curriculum, students have to master four language skills namely : listening, reading, writing and speaking which are classified into receptive and productive skills. In teaching and learning process, these main goals should be achieved. It is inapt if students only master the receptive skills. After mastering one skill, they should master the others. As one of four major skills, speaking is an essential skill for students as a means of direct communication.

It is the most important skill to master in order to succeed in expressing ideas, thoughts and opinions orally, Communication takes place, without speaking we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community.

We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. The problem coming from many reason such as the materials are not appropriate, there is no motivation to study English in class and the student who is structurally competent but who cannot communicate appropriately but not confidence . In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with. Tom Hutchinson and Water (1987:8) state that learners a seen to have different needs and interest, which would have an important influence on their motivation to learn and effectiveness of their learning.

English is needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their special area work or study, we can conclude that English is also used for specific purposes.

According to Nunan (1991) a success in language learning is measured in terms of the ability to carry out a conversation in the (target) language. Hence, if the language learners fail to learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in learning the language.

As an international language, English is needed for many specific purposes; that is why there is a term of English for specific purpose (ESP). ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose (Mackay and Mount ford, 1978: 2). That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area. Generally the students study English not because they are interested in the English language or English culture as such, but because they need English for study or work purposes (Robinson, 1991: 2). In ESP language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments. Basturkmen (2006: 18). This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. For example, students who take a vocational of culinary program were taught by using teaching materials which were unrelated to the culinary.

One of phenomena happened is that the students were taught by using teaching materials for EGP. It was unrelated to the vocational of culinary program that students have. The speaking materials should have been about food, chef or etc., and it must be specific and has related to their study program. In addition, in order to develop learning materials for specific purposes for SMK students, one thing that should become the starting point is the learners' need. Hutchinson and Waters (1987) define ESP is an approach to language learning, which is based on learner need. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. The new Curriculum is called Curriculum 2013 which uses the scientific approach as the basis in the teaching and learning process. However, in Curriculum 2013, it is found that vocational high schools and general high schools have the same English learning materials, even they use the same book.

Based on the writer's observation at SMKN 10 Medan, the writer's found that the material used in teaching-learning process is same with the material for senior high school students which used the English book of Curriculum 2013. It means that SMK students do not have specific book of English whereas they have different needs with senior high school student in general. The textbook that the students used did not provide the relevant speaking learning material. It can be seen by student's handbook that government distributed for the school.

They use “Bahasa Inggris” by Kementerian Pendidikan dan Kebudayaan, 2014. In terms of content, the topics and the used were still irrelevant to the basic competence that the students are expected to be mastering. Based on the research interview to the English teacher of SMKN 10 Medan she said that the material about descriptive person in teaching learning process used in classroom were not suitable to student’s needs, There is description about famous singer from Indonesia Afgan Syahreza and President Susilo Bambang Yudhoyono. In order to support their learning activities, the students have to be taught English as the medium to explore English proficiency in learning activities within classroom and communicate with each other and must be trained to speak English in their daily communication. But in fact, the researcher found that their speaking did not reach the competency because the materials are not specific, the students were not good in speaking English to express and even to understand a simple transactional conversation, did not confidence lack of English vocabularies, lack of practice, and fear of making mistakes. The materials in the book are too limited in speaking skill especially in descriptive text where the book only focus to show the material of reading and writing skill.

Besides, the researcher also found two irrelevant speaking material tasks for vocational school from the book that used in SMKN 10 Medan and do not contain technical terms of Culinary study program and the topics task are general same like in senior high school as follows.

Task in Chapter 4

Speaking- Describing-Role Play

Have you ever visited a waterfall, Natural Park, or other natural tourism?

Objects, or interesting buildings, monuments, museum, temples, etc.?

Describe what makes the place interesting.

Pretend as if you were a guide describing the special peculiarities of the

Tourism object. You can also pretend to be a tourist guide for tanjung

Putting national park or taj mahal. In that case, make a word web about

tanjung putting Nation Park, or taj mahal, or your own favorite place.

Based on the word web, take the turns with your class mate

Describing place.

Task in chapter 5

Speaking.

Work in pairs: try to remember one interesting place you've visited. Tell your friend about the place.

The data shows that the speaking materials are appropriate to the General school and inappropriate to culinary program. The students find it's hard to comprehend the difficult words like to describe about interesting place in the world and to pretend as tour guide, the result is they are not enthusiastic and interesting to speak in English, simply because they think it will not affect their department and their future job. The available materials could be categorized as irrelevant and inappropriate considering that the study program is culinary. As the demand for providing sufficient teaching and task materials as listed above, a vocational school like SMKN 10 Medan should consider the relevance and the appropriateness of the teaching materials for the students' needs. This will to make sure that every students of the study program will get the relevant English inputs so that they could use their English speaking skills and competences in the target situation and to support their career development in the future, from the preliminary data above, this is the opportunity for researcher to make new speaking material. Based on the problem that have been described in this chapter, this can be useful and effectively develop the students ability in speaking ability because it is develop based on the student's needs, it is very important to develop English speaking materials of descriptive text for students grade X of culinary study program at SMKN 10 Medan .

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A. The problem of the study

By the seeing the background above, the problem of the study are formulated as follow:

1. How is English speaking materials developed for students of culinary study program in SMKN 10 Medan?

B. The objective of the study

As mentioned in the problem of the study, the objective of this research are:

1. To develop English speaking materials for students of culinary study program in SMKN 10 Medan.

C. The Scope of the study

The scope of the study is to develop speaking materials, especially in descriptive text. It will be used to the students in grade X of culinary study program in SMKN 10 Medan for one semester.

D. The significance of the study

The research is expected to give a meaningful contributions to some parts:

- a. The English teacher, this research hopefully can give ideas for the ideal speaking materials used in culinary study program. The teachers also can use this study as one of the sources of teaching and learning process in classroom.
- b. The students, hopefully this study can improve their motivation and interest in learning English and can comprehend speaking materials that are based on their needs.
- c. The other researchers, this study is intended to be one of their researchers to make other developing English speaking materials and give additional information for the next related study.
- d. The readers, hopefully this study may provide information as well as references about developing English speaking materials for vocational school.

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