

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is a tool used for communicating in spoken and written. According to Ramelan (2003: 1), “Man speaks a language as a means of communication with other people, as tool to express his ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with another”.

Nowadays, English has become more important. In this modern era, people demand to have more than one language and English is the first foreign language which has to be mastered by everyone. English is not only as a tool of communication, but also as a unifier of people in the world. English is easier for the people to communicate with others who have different cultures and languages.

Cahyono (2009: 91) states that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. Moreover, Crystal (2003: 3) states that English has achieved a genuinely global status since it develops a special role that recognized in every country. Therefore English is considered as a global language which is spoken by many people all over the world either as the first, the second language or as the foreign language.

Realizing the importance of English nowadays, our government states that English as a foreign language should become a compulsory subject at school. It is taught from Elementary School to University and it becomes one of the subjects in National Test (UN). Students need to understand spoken and written English to

communicate their ideas effectively. In Indonesian education curriculum or content based on curriculum, students have to master the four language skills: listening, speaking, reading, and writing. In this case, teaching English must be conducted in every education field in Indonesia from elementary to university.

In the middle of 2013, the Indonesian Government, through the Ministry of Education and Culture issued a new curriculum to replace the School-Based Curriculum or KTSP. The new curriculum is called Curriculum 2013. Curriculum 2013 is, in some ways, different from the previous curriculum. This curriculum explicitly encourages students to learn values. Another significant difference is that Curriculum 2013 uses the scientific approach as the basis in the teaching and learning process. The change of curriculum affects all the subjects including English. According to Curriculum 2013, English should be taught by the following the scientific steps. English learning materials for Vocational High School English are still not appropriate to be used.

Referring to Law Number 20 Year 2003: Vocational High School is a secondary school level of which the instruction process aims to equip students with the skills and knowledge of particular fields and prepare them to be able to work in particular fields and also to provide students with necessary knowledge and skills in order for them to be able to continue their education based on their vocational study programs. This means that vocational high school students learn in order to achieve a specific goal: preparing them to work in their particular field of jobs. It is different with general high school in which the general high school is a school which aims to make students prepare themselves to continue their study in a higher level of education.

English teaching in Indonesian vocational schools are, indeed, different from that of other high schools due to different goals. The Education and Culture Ministry of Indonesia develops different curriculum for both schools. The curriculum developed for vocational schools tends to contain more functional materials than the one developed for ordinary high schools. However, similar with the other kinds of high schools, In the English teaching and learning process, there are four skills which are identified as paramount importance; listening, speaking, reading and writing (Brown, 2001).

Based on 2005 National curriculum, the students have to know English for communicating language, and people have to prepare the students to challenge globalization era. English teacher should be able to play their role as facilitator for students in their attempt to acquire the spoken language in the sense that English teachers should facilitate students in learning the spoken language by giving many oral practices.

It is becoming a challenging task for language teachers to establish a successful language classroom. Foreign language classes have to incorporate play full dimension, thus the possibility for making the class as an instance of learning and a fun moment. It becomes a key element of successes in a language class.

SMK Swasta Budhi Darma Indrapura teaches English with consideration that is very important for daily life, more and more for machinery engineering program students. Teaching English is not always easy. To certain extent it is dull and boring for the students.

Based on the preliminary observation, the researcher found the textbook that used same for all the majors to English teaching and learning process in SMK Swasta Budhi Darma Indrapura.

Based on the explanation above, the researcher is interested to investigate how the classroom teaching of English to machinery engineering students and why it is taking place the way it is.

1.2 The Problems of The Study

Based on the background above, researcher focuses onto following questions:

- a. How is the classroom teaching of English to Machinery Engineering students in SMK Swasta Budhi Darma Indrapura taking place?
- b. Why does the teaching of English to Machinery Engineering students occur in the way it does?

1.3 The Objectives of The Study

Based on problems of study, the objective of the study will be:

- a. To describe how the classroom teaching of English to Machinery Engineering students in SMK Swasta Budhi Darma Indrapura taking place.
- b. To reveal the reasons of why the teaching of English to Machinery Engineering students occur in the way it does.

1.4 The Scope of The Study

The researcher limited the research to teachers and students of machinery engineering in SMK Budhi Darma Indrapura.

1.5 The Significances of The Study

Findings of research are expected to be useful theoretically and practically. Theoretically, the findings of the research are able to give additional reference for other researchers in developing tasks that are suitable with the students' needs.

Practically, the findings of the research will be useful for:

- a. For English teacher, the result of this study can be reference to evaluate their teaching practice of English and to improve some weakness as that will encourage making something better. It can prompt the students to learn English.
- b. For students, it is expected that the students of machinery engineering students in SMK Swasta Budhi Darma Indrapura will obtain more knowledge about how to produce good English after learning the tasks, so it may improve their English proficiency.
- c. For policy maker, especially related to teaching of English, the result of the research can make constitution to establish the non-formal education especially English course and give permission if the people will establish non formal education such as, English courses or English dormitory.