

CHAPTER I

INTRODUCTION

1.1. Background of Study

Vocational high school aims at preparing the students to work after graduate. The fresh graduates are expected to master their vocational skill in order they are ready to work and placed based on their field expertise. The specific purpose of vocational school are (1) to prepare students to become productive human resources, able to work independently, to fill vacancies that exist as a middle level manpower in accordance with competence in the skills program chosen, (2) to prepare students to be able to choose a career, tenacious and persistent in competent, adaptable working environment and develop a professional attitude are interested in, (3) provide students with science, technology, and art to be able to develop themselves in the future independently or through education higher and (4) to prepare learners with competencies in accordance with the selected expertise program (UU Sisdiknas 2003).

Beauty study program is one of branch from expertise program which exists in vocational high school. This program attracts the students' attention because the students who graduate will have some skills and able to open their own business such as opening business of beauty salon, skin care and etc. Thus the graduates of this program should have some advantages in order they will be ready to compete with the current market demand. Therefore improving the students skill are not only concerned with the expertise itself but also it should be balanced with the subject that could support their career level, for example to gain the employment industry in the

world that requires a few things such as mastering English language related to their skill. Moreover having English proficiency of their expertise will give a big advantage for the graduates of Beauty Study program.

In fact, English ability of Beauty Study program students of Imelda Vocational high school is relatively low especially for speaking skill. It was expressed by the Headmaster, he conveyed that the speaking skill ability of the students is very poor. This kind condition is supported by the data of the students' score in which the students' speaking has low average score which is about 6.8. It is not passed the passing grade (KKM), that is 80. It could be seen from the table below.

Table 1.1
Average Score of Students' English Skill

No	Listening	Speaking	Reading	Writing
1	70.97619	68.83333	82.47619	81

Source: Daftar Nilai Bahasa Inggris Kelas X Kecantikan Sem Ganjil 2017/2018 SMK Pariwisata Imelda Medan

There are many factors should be considered in learning process such as ; input, learning motivation, lecturer, curriculum, learning and teaching activities, assessment system, facilities, and material. In accordance Faturohman (2007) states that teaching and learning activities involve several component including goals, learning material, teaching and learning activities, teaching methods, instruments, source and evaluation.

Learning material is an important content in learning process. In addition Faturohman (2007) states teaching materials are the keys to achieve the teaching

goals that are consumed by the students. Tomlinson (1998:2), materials can be anything which is used by teachers or learners to facilitate language learning. Richards and Renandya (2002:65-66) add that teaching materials as a key component in most language programs that may in the form of (a) printed materials, (b) non-print materials, and (c) materials that comprise both print and non-print sources.

Rini (2017), English teacher of Imelda Vocational High School stated that the English book for Beauty Study Program is not available. Thus, the students cannot get any knowledge of English relates to their expertise especially for the speaking skill. They only learn general English. The book used by them in Buku Bahasa Inggris SMA Kelas 10 Kurikulum 2013 Revisi 2017 published by Kementerian Pendidikan dan Kebudayaan. In addition, it is supported by the article of the performance of the Corporation of National Education Standard—Badan Standar Nasional Pendidikan, 2014 that states BSNP team do the book evaluation of English for Curriculum 2013 only in the level of senior high school— SMA/MA. Even though there is a book specifically made by the team of regional teachers for vocational high school students but the topics are still general. They do not cover the students' needs of each study program in vocational high school. The materials cannot meet the students' needs of Beauty Study Program. This phenomena cause the stakeholder get difficulty in looking for job. Based on my preliminary interview with the stakeholder, they stated:

“Saat ini lapangan pekerjaan di bidang kecantikan sangat besar, hotel-hotel berbintang memiliki klinik kecantikan, jadi mereka membutuhkan tenaga kerja kecantikan yang professional yaitu yang memiliki skill dan dapat berbahasa Inggris

dengan baik. Tapi, ketika di sekolah, kami hanya belajar bahasa Inggris sekedarnya saja”

“ Bahasa Inggris Kecantikan itu sangat penting. Saat PPL di hotel A saja saya sudah mendapat masalah dengan komunikasi saya, jangankan berkomunikasi dengan kostumer asing, komunikasi dengan pegawai di klinik kecantikan tersebut pun sering miss komunikasi, karena mereka sering menggunakan istilah kecantikan yang saya tidak ketahui. Jadi saya rasa buku bahasa Inggris program Kecantikan itu sangat perlu ya. apalagi materi speakingnya”.

Regarding this phenomenon, some decision must be taken relate to designing and developing English Speaking Material for Beauty Study Program in order it could be a good reference for the students of Beauty Study program in learning English of their occupational.

One prominent research comes from Dirgayasa (2014: 200). He carried out a research on developing English writing learning material through a Genre Based Approach for English Department at University. The result of the need analysis shows that teaching and learning process done by the lecturer still far from the students' need. The teaching strategies used by the lecturer were not optimal, the writing materials were still not relevant and unadequate because the material used is for general.

Another research relates to developing material done by Hasanah (2016). She employed a research on developing material based Curriculum 2013. One of a very interesting findings from her research is the textbook involves traditional songs of Indonesian in which are threatened in extinct. Involving and teaching those songs not

only to preserve Indonesian heritage but also for students' character building in which those songs are full of meanings completed with their English versions and cultural notes.

Furthermore, there are many things should be considered in developing learning material. Sumardi (2000) conveys that the materials should be developed based on specific learning approach in order to have a clear foundation and direction. Ka-kan-dee and Kaur (2015, 143) in their research conclude that there are some issues to decide on choosing the appropriate strategy, one of them is employing different topics and various activities in the classroom in order to motivate student to be an active learner. CTL is an approach of teaching and learning that helps the teacher to relate subject materials to the real world situations and motivates the student to make connection between knowledge and its application to their daily life.

According to Johnson (2002:25) :

“CTL is an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is with the context of their personal, social and cultural-circumtance. To achieve this aim, system encompasses the following eight components: making meaningful connection, doing significant work, self-regulating learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standarts, and using authentic assessment.”

Research in the field of CTL by Annisa (2015, 497) the results obtained from the application of CTL in teaching English speaking, it was effective for several reasons. First, CTL encouraged the students to be self-motivated learners. In CTL, the students used their individual skills, interests, and cultural backgrounds to build their

own knowledge which led them to discover meaning in the study of English rather than something elaborated by the teacher. Then, the students were trained to think and formulate their own ideas and to participate actively in the speaking activities. Another result of the research on contextual teaching and learning approach was done by Rafida (2016, 57). The result shows that contextual teaching and learning gives students a chance to be active in the teaching-learning process. It allows students to experience a more meaningful and real learning. By engaging students in some group works helps students to improve their soft skill in cooperating and socializing with other people. They also can learn how to solve a problem. The activities engaged in contextual teaching and learning make learning more productive.

Due to all aspect stated above, the writer would like to conduct a research on developing material. This research will take another area in term of developing English speaking material through CTL for Beauty Study Program.

1.2. The Problems of the Study

In relation to the background of the research, the problems of this research were formulated as follows:

1. How was the existing English speaking materials of Beauty Study Program at vocational school?
2. What are the relevant English speaking materials needed by Beauty Study Program at vocational school?
3. How English speaking materials through Contextual Teaching and Learning are developed for Beauty Study Program at vocational school?

1.3. The Objectives of the Study

The main objectives of this research are to answer the questions posed in the problem the research. The objectives are :

1. To investigate the existing English speaking materials of Beauty Study Program at vocational school.
2. To describe the relevant English speaking materials needed by Beauty Study Program at vocational school.
3. To develop English speaking materials through Contextual Teaching and Learning for Beauty Study Program at vocational high school.

1.4. The Scope of the Study

Due to limitation of resources and for the sake of accuracy and reliability of research result, this research would be focused on the development of English speaking material for tenth grade students of Beauty Study Program for one semester, especially speaking materials. Then, to support the understanding materials, this English speaking material also discussed related grammatical pattern, speaking and vocabulary usages in line with the topic/theme of the materials themselves. Finally, it was developed through CTL. The development focused on the teaching of ESP for Beauty Study Program at Imelda Vocational High School.

1.5. The Significance of the Study

The findings of this research are expected to be useful both theoretical and practical.

1. Theoretically,

This study is will be a new sight of knowledge in developing English speaking material for certain work field and also it will be a new horizon of theory in ESP.

2. Practically

This study has some conceptual contribution to :

1. To the beauty study program students – this study provides relevant English speaking material so that it is expected could refund the student' motivation in learning English of their expertise skill.
2. To English teacher – this study can be used as reference or handbook in teaching English speaking for the students of beauty study program.
3. To other researcher – this study can be used as reference to further related study.