CHAPTER I

INTRODUCTION

1.1 The Background of the Study

To increase Indonesian human resources, vocational education is a right place to build the quality and quantity of human resources. Vocational education (Sekolah Menengah Kejuruan SMK) is a secondary school programmed for preparing learners for a specific job, (article 15, Indonesian Law no. 20 of 2003 about the National Education System). This means, vocational school is a school that students are taught the skills needed to perform a particular job.

Fresh graduated students of vocational school are required to be prepared and capable in facing the challenges of works. Giving the best contribution is the expectance of all industries toward vocational school alumnus.

Unfortunately, the highest percentage of Indonesian human resources mostly graduated from vocational school. Based on the data stated by President Jokowi (2/2/2017) showed that 42% of Indonesian human resources are elementary school graduation, 66% are elementary and junior high school graduation, 82% are elementary and junior high school, and vocational school graduation (Jokowi Ungkap Fakta Miris soal Lulusan SMK, Fabian Januarius Kuwado, Kompas.com).

There are nine characteristics of vocational education proposed by Djojonegoro (1998), some of them are: 1) Vocational education is directed to

prepare students to enter the work field; 2) Vocational education is based emphasized on the mastery of knowledge, skills, attitudes and values needed by certain work; 4) The real assessment of student success should be on "hands-on" or the performance in the workplace; 5) Vocational education is more emphasized on "learning by doing" and "hands-on experience";

By those characteristics, it is known that vocational school should be learnt what students need to learn. It cannot be taught the same way as senior high school student where they learn English in general, but in reality, there are some vocational schools still ignoring it, SMK Negeri 10 Medan as an example.

Indirectly, the characteristics of vocational school have closely related to characteristics of ESP. Strevens (1988: 1-2) defines English for Specific Purpose (ESP) by identifying its absolute characteristics, he states that ESP consists of English language teaching which is: 1) Designed to meet specified needs of the learner; 2) Related in content (i.e. in its themes and topics) to particular disciplines, occupations, and activities; 3) Centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of the discourse; and 4) In contrast with general English.

In compare, the characteristics of vocational education have quite similar purpose to the characteristics of ESP at the point of 1 and 2. However, ESP should be implemented in teaching English for vocational school. As a matter of fact, there still some vocational school abandoned this condition. Moreover the researcher finding reported by Rustam (2003) Suggests that ESP materials for vocational schools should be developed based on learners' needs and their future job. So do the worksheets too, it should be given based on students' needs. They

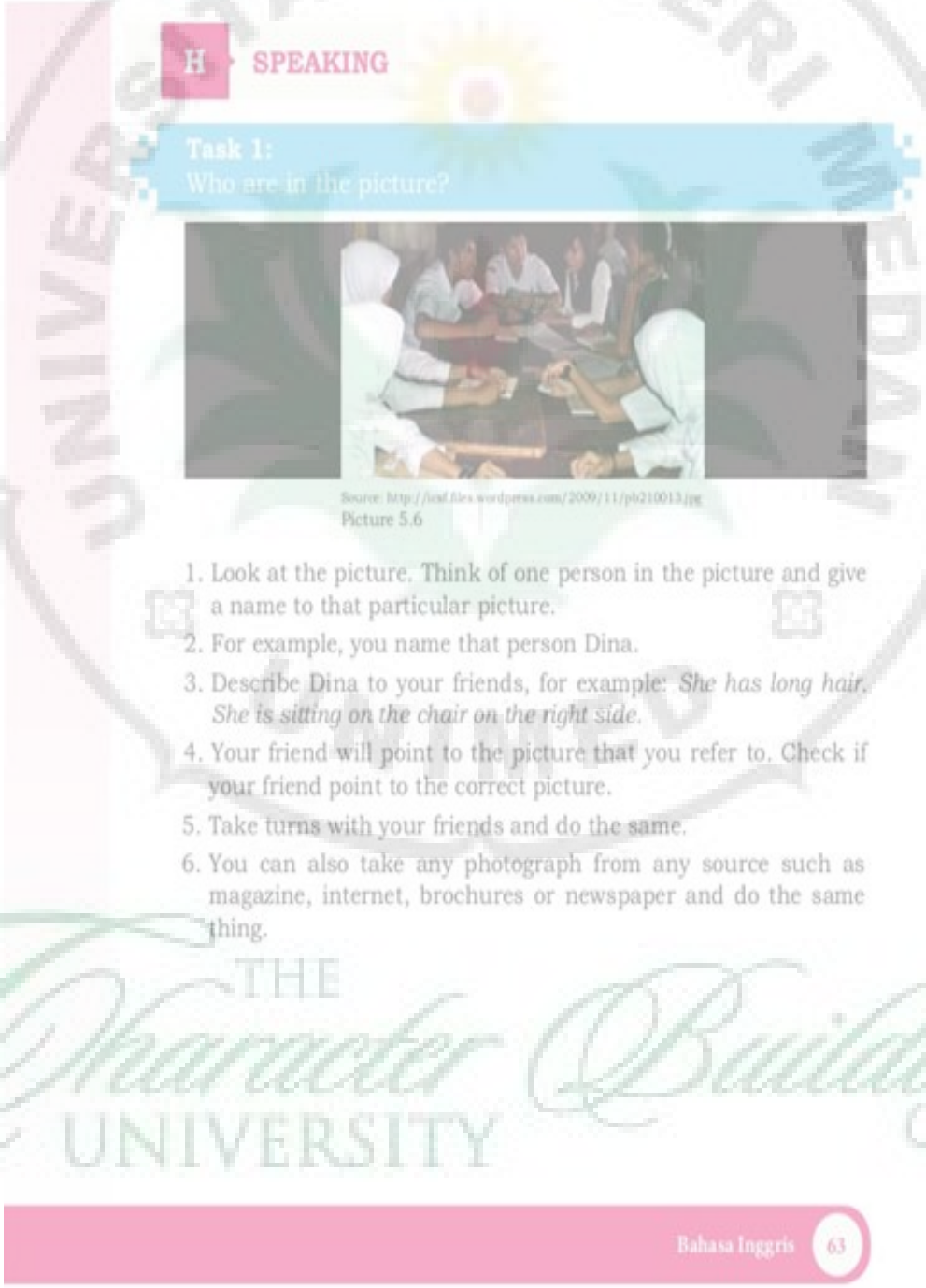
learn English but their English is not aimed at accommodating their needs. That is why their English felt into fulfil subject matter only.

The point number 4 of ESP characteristics is in contrast with General English. Basically EGP (English for General Purpose) means to describe the rules of English usage like grammar. Hutchinson & Waters (1987) proposed EGP generally refers to the English language education at school levels where the students are made familiar with the structural/grammatical element of English language to pass the exams. EGP thought the learners four basic skills; writing, reading, speaking and listening. In this case, even though vocational education used ESP approach, but it also thought the four English skills.

The most absolute realizations from English learning are fluently in speaking and good in writing. As stated in school based curriculum (2006:36) the purpose of English language teaching education are to develop students' competence in spoken and written. To realize this competence, teachers need to give worksheet based on students' study program focused on. According to (Sasmaz-Oren & Ormanci, 2012), teachers use worksheets for the purposes of supporting studying, promoting active learning, raising interest in learning science, and assessment.

However, based on the preliminary observation researcher has done, it was found that the English teacher at SMKN 10 Medan didn't use the worksheet based on ESP approach yet. The worksheet being used is for General English as the general high school students. Moreover, the English teacher in SMKN 10 Medan did not have a certain worksheet in teaching descriptive text that supported to students' major. Mrs W. N., as the English teacher, takes the worksheet from the

English textbook being used entitled *Bahasa Inggris* by Kementrian Pendidikan dan Kebudayaan was published on 2017 in Jakarta and from other resources like internet for worksheet resources. The example of speaking worksheet of descriptive text found in the English textbook being used:



H SPEAKING

Task 1:
Who are in the picture?

Source: http://leaf.files.wordpress.com/2009/11/pb210013.jpg
Picture 5.6

1. Look at the picture. Think of one person in the picture and give a name to that particular picture.
2. For example, you name that person Dina.
3. Describe Dina to your friends, for example: *She has long hair. She is sitting on the chair on the right side.*
4. Your friend will point to the picture that you refer to. Check if your friend point to the correct picture.
5. Take turns with your friends and do the same.
6. You can also take any photograph from any source such as magazine, internet, brochures or newspaper and do the same thing.

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Figure 1.1 Example of Speaking Worksheet of Descriptive Text Used for Students Grade X Culinary Program at SMKN 10 Medan

Sometimes, the teacher gives students a command for making a conversation then reading it to the whole class. From the interview that researcher did, she thought that worksheets based on learners' goal are absolutely needed for vocational school students. Consequently, it is important to develop the English speaking worksheet of descriptive text for culinary program students based on their needs to help them dealing with the work field then.

1.1 The Problems of the Study

Taking to the background of the study, there is a main problem to be proposed *"How is the English Speaking Worksheet of Descriptive text developed for culinary program students grade X at SMKN 10 Medan?"*

1.2 The Objectives of the Study

The objective of the study is to develop English speaking worksheets of descriptive text and to design the worksheets for Grade X of Culinary Program Students' need. It is important because the English teacher did not take certain worksheets in supporting the learning process based on what learners' need.

1.3 The Scope of the Study

Worksheets that will be developed are based on students' needs and students' specific purpose. This study focuses on designing English speaking worksheet of descriptive text concerning person, thing, and place. The worksheet is dedicated for students grade X of culinary study program at SMKN 10 Medan.

1.4 The Significance of the Study

Findings of this study are expected to provide beneficial information theoretically and practically for English teacher.

Theoretically, the finding of this study is to enrich knowledge and information of the suitable worksheet in teaching English speaking of descriptive text for culinary study program students.

While practically, the expected benefits are:

1. Students: to train students to be more active, creative, and being able to describe person, thing or place to intensify students' goal.
2. Teacher: can be used as input and consideration in designing and developing effective and innovative worksheet for a specific purpose.
3. The other researcher: provide information how to develop and design worksheets based on learners' needs.

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