

CHAPTER I

INTRODUCTION

A. The Background of the Study

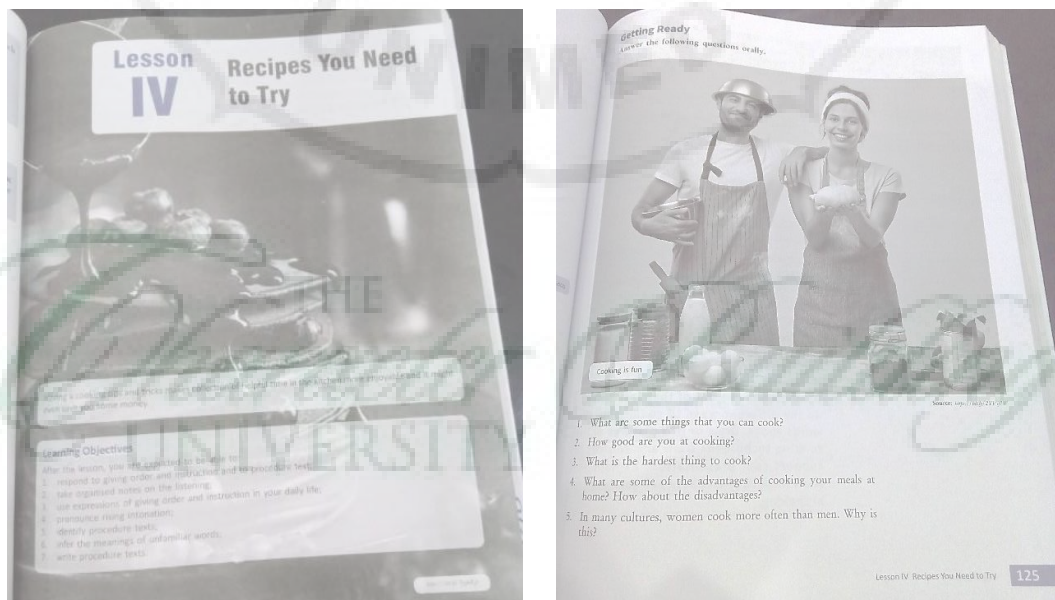
Vocational High School (SMK) is an educational entity that delivers theoretical information and practical skills as part of the learning process, depending on the skills program chosen. This is consistent with the Ministry of Education and Culture's vocational school mission to provide quality, skill, character, and employment competitiveness. Vocational school graduates are expected to have the skills to compete in the commercial and industrial sectors (Aini & Wahyuni, 2023).

The local labour market has an absorption rate of 85% for vocational school graduates. This high absorption rate means that vocational schools must prepare their students for the skills demanded by hiring managers; English itself is needed to pass job interviews, communicate with managers and colleagues, interact with foreign investors and consumers, and write and understand instruction manuals and official documents (Safira & Azzahra, 2022, p. 13).

According to the Central Statistics Agency, in 2021, vocational school graduates contributed the most (around 11%) to Indonesia's unemployment rate, even when compared to people who have never attended school or only received primary education (almost 4%). Indonesia has a higher young unemployment rate (25%) than the world average (14%). This is primarily due to a limited talent pool, as firms struggle to locate graduates who fulfill employment criteria and credentials (Safira & Azzahra, 2022, p. 14).

Therefore, a good understanding of English is essential for vocational school students. Having a good understanding of English will help students read instructions, understand commands, and communicate effectively according to their field. To support this, teaching materials that are appropriate to student needs and apply the ESP approach are needed. If teachers use the ESP approach, the relevance of English lessons to their needs will increase students' motivation, resulting in better and faster learning (Hutchinson and Waters in Berman, 2023).

When teaching material has been created with certain rules right, the teacher will easily direct every activity in the learning process. There will be several competencies that must be taught/trained to students. Apart from that, from the student's perspective, the existence of teaching materials will know more about what competencies must be mastered during the learning program is underway (Yuberti, 2014).



Picture 1.1 Procedure Text Material in the Textbook

Teachers should carefully consider the needs of vocational high school students by selecting teaching materials that are relevant to the student's field of study. The teaching material that teachers and students commonly use is a textbook. Still, these textbooks do not meet the student's need of the *Desain Pemodelan dan Informasi Bangunan* department. Based on a teaching internship from one vocational school of 10th-grade in DPIB 3, SMK Negeri 5 Medan, the school uses a curriculum-based textbook from *Bumi Aksara* publisher.

The Procedure text lesson discusses food and recipes, which are not relevant to the *Desain Pemodelan dan Informasi Bangunan* department. Even after carrying out tests on students in the DPIB 3 class, totaling 30 students, only 3 of them were able to make procedural texts according to their major, and the other students made food and bavarage recipes.

This department studies building engineering, which includes the process of designing and constructing buildings. Based on the problems encountered by the researcher, this study aims to develop teaching materials using the ESP approach by the Department of *Desain Pemodelan dan Informasi Bangunan*. The materials to be prepared are procedural texts for student competencies according to their fields.

By studying this teaching material, students can learn according to their needs as students majoring in *Desain Pemodelan dan Informasi Bangunan*, if students can use English according to their fields, their future career opportunities will be better.

B. The Problems of the Study

Based on the background explained above, the formulation of the problem proposed is as follows: “How is English teaching material developed for 10th-grade

students in *Desain Pemodelan dan Informasi Bangunan* department based on student needs?”

C. The Objectives of the Study

Based on the problem formulation above, the objectives of this research are: “To develop appropriate English teaching material for 10th-grade students in *Desain Pemodelan dan Informasi Bangunan* department based on student needs”.

D. The Scopes of the Study

This study focused on developing teaching material for 10th-grade in Procedure Text material. Teaching material intended for students in *Desain Pemodelan dan Informasi Bangunan* department.

E. The Significances of the Study

The researcher hopes, this study can give some contributions on:

1. Theoretically, research and development of this product is expected to be useful as a solution to problems that occur in vocational schools in learning English.
2. The practical benefits expected are:

a. Teachers

Developing teaching materials that can be adapted to students' learning needs and the demands of the industrial world.

b. Students of *Desain Pemodelan dan Informasi Bangunan* department

Students are able to improve their English skills according to their field, which means that they can learn English vocabulary about the tools

used in construction and understand instructions for the installation procedures for building construction parts in English.

c. Other researchers

Researcher can increase the knowledge to develop teaching materials as a competent prospective educator.

