

CHAPTER I

INTRODUCTION

This chapter provides background of the study, identification of problems, research question, purpose of the study, scope of the study, and significance of the study.

1.1. Background of the study

The presence of vocational school or *Sekolah Menengah Kejuruan* as a maker of experts in medium level in Indonesia is a great option for students who want to continue their study to a higher level after graduate from junior high school. In Indonesia, vocational school or *Sekolah Menengah Kejuruan* is a formal school that prepares students to work in certain work field after graduation. According to National Education System Law No. 20, 2003 contained in Article 18 and 15, secondary vocational education unit is a continuation of the basic education that aims to prepare students primarily in the fields of particular job. That purpose is seen as the direct leading to the world of work that is expected to produce excellent and professional worker in order to fulfill the industries' needs in Indonesia. Therefore, vocational schools are divided in several particular fields of study skills as (1) the Business and Management field, (2) the Technological and Industrial field, (3) the Tourism field, (4) the Social Welfare field, (5) the Agricultural and Forestry field, and (6) the Art and Crafts field.

One of the visions and missions of vocational school according to the policy of Indonesia government is to create students to be work-ready with international standards and mastering English should be required in order to work and compete with other workers from different countries. Because of vocational schools in Indonesia have different kinds of major, the needs of English might be different as well. The teachers in vocational school need to design and select materials that will be used later by the students in their future workplace because they are supposed to learn materials that are needed in their work situation. English should be specified based on the students' target situation. This kind of English is called English for Specific Purposes (ESP). According to Hutchinson and Waters (1987:19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

They also state that the students are expected to practice to use the language rather than learn the theory of the language. It is done because the students are formed to be work-ready. They should be able to understand and produce the language as the requirement to survive and compete in their future workplace. Moreover, Crystal (2003) defines ESP as a course which the content is determined by the learners' professional needs. The result of need analysis becomes the teachers' guidance for selecting or designing suitable materials based on the learners' need. Based on this explanation, therefore, vocational school is categorized as one of the examples where English for Specific Purposes can be conducted.

The teachers in vocational school should do needs analysis first in order to be able to design specific English materials in vocational school, as Hutchinson and Waters (1987) state that any course should be based on an analysis of students' needs. The materials should be based on the students' needs. The teachers should analyze the needs and the reasons why their students learn the language to result in developing appropriate materials. This analysis called needs' analysis. Identifying students' need in the target situation will help teachers to teach more effectively and efficiently. The teachers will not waste the time, energy and money, the material has been specified and organized for the students to be applicable to the target situation. Even though the material should be correlated to English competencies. Moreover, according to Dudley-Evan and St. John (1998) one of the roles of the teachers who implemented ESP approach is as a course designer and material provider. Designing a course will be related closely in choosing materials and the activities given to the students. As the materials provider, teachers should provide materials which are relevant to the students needs. In the vocational schools case, teachers should provide materials which relevant to the students' major.

The phenomena seen by researcher in the preliminary research shows that 75% from all of the students being interviewed said that they were given the same materials with others students from different majors. It means that teachers in vocational schools do not apply ESP approach in the materials given as well as the activities done in the learning process in class. Based on this indication, the students perhaps do not get the English for specific purpose but general English as

what they need to be used in their future workplace. They also probably will find the difficulties when they have to use English in their future workplace after graduated from vocational schools. Besides that, the researcher found out some problem toward reading materials. In some schools, if the students get the materials not English subject which relates about their major, they feel difficult to understand it, because the materials are in English. If the English teacher doesn't provide the material that relates to their major especially for the subject that used English, the students wouldn't survive and compete with other workers after they graduate from vocational school.

However the practice of English for specific purpose for vocational school is still far from the fulfillment of students' needs. A number of studies in English for specific purpose in vocational school area reveal that a number of problems occur. The study conducted by Hotmaria (2013) concluded that the textbook used by teacher is limited to provide vocabularies which relates to students' need. Another problem also deals with the learning skills of English. Some studies conducted are concerned to reading skill as investigated by Aviatri (2013) that her investigation found that the textbook didn't contain written texts materials needed by *Teknik Gambar Bangunan* students.

The following study presents needs analysis research in tourism specialties. It is then specified into fashion major. Fashion students will deal with studying of designing clothes. The writer chooses fashion because in this major, it has never been examined for any kind of researches in this department. It is expected that students graduated from this major will likely apply jobs as dressmaker, tailor,

fashion designer or fashion staff in boutique, famous label clothing, or build their own business in fashion. To be a fashion designer, mastering English might be one of the criteria. By mastering English they will be able work or compete with other fashion designer from abroad, and communicate with customers from abroad. In the preliminary research, the researcher also asked some students who had done the PKL programs to work as fashion staffs in boutique. They were asked if they needed English in their work field if the customers come from abroad. Sometimes the customers from abroad asked some questions related to the material that used to make the clothes, how the pattern to make the clothes, and what the technique that used to make the clothes. The students could answer those questions if they read a lot of books, magazine or something that relates to fashion because mostly the books written in English than in *Bahasa Indonesia*. Besides that, the students must be fluent in English, so that they able to communicate and explain detail about the pattern, the materials or technique which relates to the clothes. Fashion designers, tailors, dressmakers are also demanded to create a unique and special design, they will create a unique design if they read many books, magazines and also get some information about fashion in the internet. Their source mostly written in English, if they could not understand it their design was flat, because nowadays fashion world is changing.

Sometimes the designers who are not up to date and understand in English get left behind by the others who are able using their English well. This experience is probably caused by the English teaching and learning process they had in their educational background. The role of English teacher as the materials

provider is important in this case. If the students do not get the relevant reading materials and supporting activities to improve their English, it might be difficult for them to compete with other workers with good English competence. Based on the illustration above, the researcher is interested in conducting the research in analyzing the relevance of English reading materials given by the teacher of vocational school majoring in fashion to the students needs.

1.2. Identification of the problem

Based on the background of the study above, the problems are:

1. What are the reading needs of the students in fashion?
2. What are the reading materials given by the teachers to fashion students?
3. How relevant are the reading materials to the reading needs of the vocational school students majoring in fashion?

1.3. Research Question

Based on the problem above, the research question of this study is:

How relevant are the reading materials to the reading needs of the vocational school students majoring in fashion?

The following are two sub-questions from the research question above:

- a. What are the reading needs of the students in fashion?
- b. What are the reading materials given by the teachers to fashion students?

1.4. Purpose of the study

The purpose of this study is to analyze the relevance of reading materials to the reading needs of the fashion students by comparing the students' needs with the reading materials given.

1.5. Scope of the study

This study is limited to the students' reading needs with the reading materials given by the teachers. The students are in elementary level of vocational school which means that they are eleventh grade students, majoring in fashion. There were five vocational schools in Jakarta and Bekasi; SMK Negeri 32 Jakarta, SMK Negeri 38 Jakarta, SMK Negeri 37 Jakarta, SMK Negeri 27 Jakarta and SMK Negeri 1 Bekasi.

1.6. Significance of the study

This research is expected to be used to give benefits both theoretically and practically. Theoretically, the results of this study can help the readers to get information to support the data for the researches related to English for Specific Purposes. Practically, this research can give a good understanding for the writer about the relevance of the reading materials to the reading needs of the vocational school students majoring in fashion. It also can be used as information for the teachers, the material developers, and the readers about the reading needs of students, the reading materials given by the teachers, and its relevance.