

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background, the research questions, the purpose, the scope and the significance of this study.

#### **1.1 Background of the Study**

Vocational High School (VHS) is one of the options for students who have graduated from junior high school and want to continue their study to a higher level of education. VHS prepares the students not only to be able to work but also to be practically experienced, professional, excellent and well-trained workers who can compete with other workers from other countries. However, curriculum for VHS and senior high school is the same even though the students' needs are different. In addition, VHS students mostly do not get benefit in particular learning material. Therefore, VHS teachers should provide learning materials which relevant to their content subject in order to make the students to be motivated in learning.

Vocational High School (VHS) has been promoted by the government to produce skilled workers in no time, which is three years. In order to prepare vocational high school for the job world, the learning subjects in vocational high school are divided into three groups. They are adaptive, normative, and productive groups which are compulsory for all VHS students.

In normative and adaptive groups which are considered as the normal minimum requirement for all senior and vocational high school students of the

secondary level. The examples of subjects for normative and adaptive groups are English, Science, Mathematics, Social, *Bahasa Indonesia*, Culture and Art, Theology, and Physical Education.

On the other hand, the productive group is given based on the major that is taken by students so the materials are related to students' content subject. This productive group is given to increase and improve students' ability to develop and adapt in line with major that they take. In this productive group, students have to have basic vocational subjects to get vocational skills and competences based on *Standar Kompetensi Kerja Nasional Indonesia (SKKNI)*. Moreover, Ministry of Education and Culture stated the Standard Competence and Basic Competence for both English and Hotel Accommodation Study Programme (HASP). For example, students of HASP get content subjects such as Front Office (FO) and Housekeeping (HK).

Future jobs of students of HASP are to be FO or HK workers in hotel that provide them bigger probability and chance to meet and communicate with foreign guests. Therefore, the students of HASP have to master English to support their future job. As Widodo (2015, p.5) states that vocational high school requires vocational students to gain sufficient competencies or skills either for immediate employment or for further studies. Particularly, in the Tourism field, such as Hotel Accommodation, Tour and Travel, Culinary, and Pastry, is being competent in both written and spoken English. Thus, that is an asset for the students. English learning material is one of the components of English language learning and teaching. English learning material plays important role as a tool to fulfill

students' English needs. Students' English needs are obviously different from each other, for instance, vocational and senior high school students. It is important that VHS students should learn English based on their needs about the content subject of their study programme, because it can help them to practice and get knowledge about their majors in English.

Since VHS has several particular fields of majors, the needs of learning English are different from each major. Therefore, English for Specific Purposes (ESP) is suitable to be implemented in VHS since the learning materials are designed based on the needs of the students. As Hutchinson & Waters (1987, p.19) defined that ESP as a language teaching approach which the content and method are based on the learners' needs. Moreover, Munby (1978, p.95) cited that the syllabus and materials are related to communication needs of the learner.

In teaching learning, the importance of using textbooks is that the textbooks provide information of materials for the students, and the students can improve their ability using the textbook. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, maybe due to the limitation in duration of the lessons. The writer chooses an English textbook entitled *Forward an English: Course for Vocational School Students Grade XI* because the textbook declares in the cover of the book that it is designed for Vocational High School (VHS). In addition, it is an integrated English textbook for VHS and the course covers the four skills, namely, listening, speaking, reading, and writing.

There are several studies which discuss about the relevance of English materials to the content subjects of Hotel Accommodation Study Programme (HASP), but the focus of the study and the research method are different. In the previous study, Puspasari (2014) conducted a study entitled the relevance of English materials to the content subject of secretarial major in SMK 50 Jakarta : A Case Study. In line with Puspasari's study, Sulistyani (2014) wanted to find out English materials used in accommodating the content subject course of the tenth grade Hotel Accommodation students.

There are also several studies which discuss about Vocational Education and Training (VET) in the last 10 years. Firstly, Hyland (2014) conducted a study in reconstructing VET for the 21<sup>st</sup> century. The other related study is from López-Fogués (2012) that discussed about the discourses of vocational education and training in Europe. In addition, Pilz and Li (2012) discussed about what teachers in pre-vocational education should teach and what they actually teach: a comparison of curricula and teaching in Germany and China. Moreover, Su (2009) conducted a case study research in designing and delivering an English for hospitality syllabus. Lastly, the use of English textbooks for teaching English to 'vocational' students in Singapore secondary schools is discussed by Lee and Bathmaker (2007)

According to the discussions above, VHS should provide the English materials based on the students' content subject. English for Specific Purposes (ESP) as the result of needs analysis is also important to be a consideration and guidance to design a course work for students with a particular field of work. The

English learning materials taught to students of HASP do not only support them in facing the national examination but also help them in becoming professional workers. Based on those researches, the researcher finds that it is important to give a focus on HASP, because English takes important role in that industry. Students of HASP have to be mastering English to make themselves confidence when they communicate with their colleagues and guests from different countries in English. This study will focus on investigating the English materials which is a textbook entitled *Forward an English: Course for Vocational School Students Grade XI* in order to describe the relevance of English materials to the basic competences of Front Office subject. The researcher chooses the *Learning Focus* part on each unit of the the English textbook entitled *Forward an English: Course for Vocational School Students Grade XI* to find out the relevance to the basic competences of Front Office subject.

## **1.2 Research Questions**

Based on the background of the study, the research question for this study is “How relevant are the English materials to the Front Office subject of the eleventh grade students of Hotel Accommodation Study Programme in SMKN 27 Jakarta?”

### **1.3 Purpose of the Study**

This study is aimed to describe the relevance of English materials to Front Office subject of the eleventh grade students of Hotel Accommodation Study Programme in SMKN 27 Jakarta.

### **1.4 Scope of the Study**

This study is limited to the discussion of the relevance of English materials to the Front Office subject of the eleventh grade students of Hotel Accommodation Study Programme in SMKN 27 Jakarta.

### **1.5 Significance of the Study**

This study is expected to provide benefits both theoretically and practically. Theoretically, the results of this study can give beneficial information for other researchers who are interested in conducting further research in this area. Practically, this study can provide deeper understanding of the relevance of English materials to the Front Office subject of the eleventh grade students of Hotel Accommodation Study Programme in SMKN 27 Jakarta for both the readers and the researcher. It is also expected that this study can give beneficial information for to SMKN 27 Jakarta concerning English materials which can accommodate the Front Office subject.