

CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research question, purpose of the study, scope of the study, and the significance of the study.

1.1 Background of Study

In Indonesia, Vocational Secondary School or *Sekolah Menengah Kejuruan* is a formal school that provides its students the particular skills since they are expected to be ready for having a job in a certain work field after they are graduated (UU Sisdiknas, 2003:20). It is a platform given by Indonesia government for junior high school graduate students who want to enter the work field instead of going to university after they graduated from secondary school. The role of Vocational Secondary School or *Sekolah Menengah Kejuruan* is to prepare the applicants who have specific skills to obtain the work field based on their own specialization (UU Sisdiknas, 2003:20). Entering the work field means that the students should have the ability which is required by the certainty industry. In this global era, the demand of English ability in the work field keeps rising each year, either written or spoken. Having knowledge of English is essential in order to be able to take up work opportunities that increasingly important to use and to demonstrate it at the level required by the certainty industry. Nowadays, most companies expect their

employees to be able both speak and write English appropriately so, they can compete with the international industry.

Vocational secondary 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 Art and Crafts field, (4) Tourism field, (5) the Health field, (6) the Technology of Information and Communication field, and (7) the Agribusiness and Agro technology field, (8) Fisheries and Marine field, (9) Performing arts field (Permendikbud, 2014:60). The need of English might be different in every different field. That is why the teachers in vocational secondary school need to design and select materials that related to the student's field because it can be used by the students in their future workplace. They are supposed to learn materials that are needed in their work situation. They are required to have the ability of English according to certain fields they are about to enter. They need more specific not only General English (GE) because English should be specified based on the students' target situation (Hutchinson and Waters, 1987). This kind of English is known as English for Specific Purpose (ESP).

"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" (Hutchinson and Waters, 1987:19)

It is also stated that the students are expected to practice to use the language rather than learn the theory of the language because the students are formed to ready to work (Hutchinson and Waters, 1987).

English for Specific Purposes (ESP) emerged from the development of the world economy in the 1950s and 1960s (Hutchinson and Waters, 1987; cited in Xhaferi and Xhaferi, 2011). The growth of science and technology influenced the growth of ESP (Dudley-Evans & St John, 1998). The one of three reasons for the emergence of ESP is *the demands of the new world*, which means the World where English is demanded in order to get a promising job (Hutchinson and Waters, 1987). ESP is being generally designed for intermediate or advanced students and likely to be suited to adult learners, either at a tertiary level institution or in a professional work situation (Dudley-Evans & St. John, 1998; cited in Xhaferi and Xhaferi, 2011). The difference between General English (GE) approach that used to be applied in Senior High School (*Sekolah Menengah Atas*) and the English for Specific Purposes (ESP) is located in the practice which means the teacher who teaches should closely know the field or be well equipped with excellent knowledge in technology (Hutchinson et al, 1987 p. 53). The purpose of ESP is to strengthen students' proficiency in order to be ready to overcome with everyday situations and deal with professionals in many fields such as: engineering, arts, communication, IT, etc (Xhaferi and Xhaferi, 2011). Therefore, vocational secondary school is classified as one of the examples where English for Specific Purposes can be applied. To design specific English materials in vocational high school, the teacher should analyze the students' needs first because the materials should be based on the analysis of students' needs (Hutchinson and Waters, 1987). This kind of analysis is called needs' analysis. It should be done in order to learn what the teacher did not know about the

students needs', not waste both the teacher and students' time, and appear much more professional to teach more effectively and efficiently.

The following study presents needs analysis research in the technology of information and communication specialties. It is then specified into *Teknik Komputer dan Jaringan*. The need for engineering students to be trained in technical writing or speaking is important because of the global tendencies (McMahon and Escibano, 2008). Most engineers work in organizational spheres where team work is essential, and this is impossible without good communication. In real world environments, communication skills are critical tools for success, 'even survival' (Huckin and Olsen, 1991: 3-10). The survey conducted by Huckin and Olsen found that 4057 responses from working engineers, communication skills rank above any other type of skill including technical writing , public speaking, working with groups, speed reading and talking with people (cited in McMahon and Escibano, 2008).

It is expected that the students graduated from this major will likely apply jobs as programmers, IT and software developer, technical support, computer technician, etc. Mastering English is needed by them because their computer engineering textbooks, the general language used in computer, and some technology procedures are provided in English. It is supported by the students who had done PKL program, they said that they need to have English ability in their work especially speaking English in their presentation with client from international companies and when they have to show the specification or procedures of a new technology to customers from foreign countries. For this indication, speaking English is quite

important for computer engineering students graduated. Globalization and the rapid international development of science and technology are encouraging the mobility of students across the English-speaking world and beyond. Therefore, the role of English teacher as the material provider is also important. One of the roles of the teachers who preformed ESP approach is as a course designer and material provider (Dudley-Evan and St. John, 1998). The students need to get relevant speaking materials and supporting speaking activities to improve their English and to be able to compete with other workers with good English competence. It is also stated in Ministry of Education Decree No. 23 in 2006 on graduate competency standards for Vocational Secondary School No. 22 that the purposes of conducting English are to make students have a capability in four skills of language; listening, speaking, reading and writing in terms of helping them to able use English in formal or informal working life.

The information got by the writer from the 10 students being interviewed as the preliminary study said that they were given the same materials with others students from different majors as well as the teachers said. The teachers in 10 vocational secondary schools do not use ESP in the materials they taught. Based on this phenomenon, the students do not get the English for specific purposes as they need to be used for their future job. They will find some difficulties when they have to use English in their future workplace after graduated from vocational schools. However, English for Specific Purposes are a response to students' needs and the acquisition of language relevant to their future jobs (Hutchinson and Waters, 1987).

The application of English for specific purpose of vocational secondary schools have not fulfilled from the students' needs. As a previous study conducted by Dewita (2013) concluded that the materials provided which they got more from the text book and teachers modification have fulfilled the students' needs in their goals to pass the National Examination but do not fulfill the students' need in preparing students to be able to communicate using English in their future working life. Therefore, ESP approach should be applied in Vocational secondary schools in order to prepare the students to deal with the specific-purpose-written-texts and oral discourse that are of frequent and immediate use for the students of, e.g., Physics, computer engineering, etc. Based on the issue identified above, the writer is interested in conducting the research in analyzing the relevance of English speaking materials given by the teacher of vocational school majoring in *Teknik Komputer dan Jaringan* to the student's speaking needs.

1.2 Research Question

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

How relevant are the English Speaking materials to the speaking needs of *Teknik Komputer dan Jaringan* Vocational Secondary Schools students?

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

- a. What are the speaking needs of *Teknik Komputer dan Jaringan* students?

- b. What are the speaking materials given by the teachers to *Teknik Komputer dan Jaringan* students?

1.3 Purpose of the study

The aim of this study based on the research questions are as follow:

- To measure relevance of English Speaking materials to the speaking needs of *Teknik Komputer dan Jaringan* Vocational Secondary Schools students.
- To know speaking needs of the Vocational Secondary Schools students majoring in *Teknik Komputer dan Jaringan*.
- To know speaking materials given by the teachers to *Teknik Komputer dan Jaringan* Vocational Secondary Schools students.

1.4 Scope of the study

This study is limited to the students' speaking needs with the speaking materials given by the teachers. The students are divided in elementary level of vocational schools, which means that they are eleventh grade students and intermediate level which means that they are twelfth grade students, majoring in *Teknik Komputer dan Jaringan*. There were fifteen vocational secondary schools in Jakarta; SMKN 22, SMKN 26, SMKN 4, SMKN 36, SMKN 43, SMKN 1, SMK Informatika Yasma, SMK Wisata Indonesia, SMK Al-Hidayah, SMK Bakti Idhata,

SMK Karya Guna, SMK Walisongo, SMK Cyber Media, SMK-T KAPIN, and SMK Malaka.

1.5 Significance of the Study

The result of this study is expected to provide better insights and understanding of *Teknik Komputer dan Jaringan* Vocational Secondary Schools students' learning needs related to speaking skills. It is also able to enrich Vocational Secondary Schools knowledge in the field of materials', teachers' and curriculum developers. Lastly, to enrich research findings in ESP field which related to speaking skill.