

## **CHAPTER 1**

### **INTRODUCTION**

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

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

The ASEAN Economic Community (AEC) has been started 2015. AEC is a free market among ASEAN which the ASEAN countries are free from taxes on the goods, services, and investment traded. All the ASEAN countries are expected to have qualified human resources that can increase the countries' income. By this program, all the citizens in ASEAN have the same opportunities to work in other ASEAN countries they want. If Indonesian people are not ready yet to compete with other workers, this program can bring disadvantages that the number of unemployed people will increase as time goes by. To solve this problem, Indonesian people should be skilled persons beside they should be able to communicate in English both spoken and written.

By seeing the AEC program, the presence of vocational high schools (*Sekolah Menengah Kejuruan*) is helpful and needed. One of the visions and missions of vocational high school according to the policy of Indonesian government is to prepare students to be work-ready with international standards which the ability to communicate with English should be mastered in order to

compete with workers from other countries. Klüver (1995, p.78) stated that vocational education outputs concerned with the ability to undertake useful work. It means that vocational high schools should provide students with vocational subjects, industry visits, and practice in the industries. By having input about the materials and industries needed, the students are ready to work as soon as they graduate.

Vocational schools are divided to several particular departments of study fields; (1) the Business and Management department, (2) the Technological and Industrial department, (3) the Tourism department, (4) the Social Welfare department, (5) the Agricultural and Forestry department, and (6) the Art and Crafts department. Since there are six departments of vocational high schools, the needs of English are different from each department.

According to West (1994), needs analysis is used to identify what learners' need to learn and how the learners master the language needed relevant to the industries requirement. The English teachers and book writers should understand what the industries needed from the students as prospective workers. The result of needs analysis can be used as guidance for the teachers and book writers to provide students' learning materials based on their needs. Moreover, needs analysis can also help in evaluating the existing materials.

Crystal (2003) defined ESP as a course which the content of the materials should determined by the learners' needs. Furthermore, Dudley-Evan and John (1998, p.13) stated that in implementing ESP, the teachers have another role as a

course designer and material developer. They have to be able to design the choosing materials and activities that will be used in the classroom. So that, the teachers cannot only teach the materials they want, however, the materials taught should be based on the students' major.

In the preliminary study, the English teachers have been interviewed. The result showed that the English teachers had difficulties in teaching and learning process because the English subject only given two hour lesson a week. The contents of the textbooks assigned by the government are general English which the textbooks also used by senior high schools students. The English teachers stated that this case can create a problem when the students are conducting *PKL* (*Praktik Kerja Lapangan*) or even when they work after graduate.

There are some previous studies of needs analysis related to tourism. Two of them have been done by Hartanti (2013) and Solikhah (2014). Hartanti in her study, the relevance of learning materials to the *Jasa Boga* vocational high school students' needs, found that the learning materials given by the teachers did not match with the industries needed.

In line with Hartanti, Solikhah (2014) did needs analysis to fashion vocational high school students and found that the textbooks used by the teachers and the students did not match with the fashion major since it was set for vocational high school students in general. The materials provided in the textbooks were very limited to fashion context. She also stated that the textbook still needs adjustment in the topics and specific reading materials which are

relevant to fashion major. Based on the two previous studies of needs analysis in tourism, it can be concluded that the materials taught were irrelevant with each major. The topics in the textbooks still provided in general English while for the topics which relevant to the major were limited.

This study presents the needs analysis of reading materials of *Jasa Boga* major. The study of learning materials of *Jasa Boga* students have been conducted, however the writer investigated the relevance of the learning materials in general. This study more focused on the relevance of reading materials taught to the reading materials needed by *Jasa Boga* students. The *Jasa Boga* students had the perspective carrier as chef, waiter/waitress, bartender, etc. They should understand the things related to their major such as menu, memo, ingredients, SOP, and recipe.

## **1.2 Research Questions**

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

How relevant are the reading materials to the reading needs of *Jasa Boga* students?

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

1. What are *Jasa Boga* students' reading needs in learning English?
2. What is the reading materials taught to *Jasa Boga* students?

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

The purpose of this study is to find out the relevance between English reading materials to the reading needs of *Jasa Boga* students based on the students' reading needs and the reading materials taught.

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

Scope of this study is limited to the analysis in finding the relevance of English reading materials taught to the reading needs. This study conducted to the eleventh grade students majoring in *Jasa Boga* of fourteen vocational high schools in Jakarta. The students are assumed that they have recognized the real workplace and they know what they need for the future since they have conducted *PKL* in industries. This study did not analyze the reading needs based on the syllabus, however the reading needs are analyzed from the *SKKNI*, books related to *Jasa Boga*, and practitioners' answers. Participants of this study were 359 eleventh *Jasa Boga* students, 14 English teachers, and 5 practitioners.

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

This research is expected to give benefit both theoretically and practically. Theoretically, the result of this study can help the readers to get information to support the data for the other writers who interested in conducting a study related

to English for Specific Purposes. Practically, this research can give input for the writer about the relevance of the reading materials to the reading needs of the vocational high school students majoring in *Jasa Boga*. It also can be used as the information for the English teachers, the material developers, book writers, and the readers about the reading needs of *Jasa Boga* students, the reading materials taught by the teachers, and its relevance.