

CHAPTER I

INTRODUCTION

In this chapter researcher will identify the background of the study, research question, purpose of the study, scope of the study and significant of study.

1.1 Background of the Study

Sekolah Menengah Kejuruan (SMK) or Vocational High School is an education program in Indonesia focus on sharpening participants / students skills as their demanding find a work after graduation. Before 2007, SMK is well known as STM, SMEA, or SMIP since it has differ majors for each , such as Engineering (*Teknik Permesinan*), Automotive (*Teknik Kendaraan Ringan*) , Construction and Building (*Teknik Gambar Bangunan*), Computer and Networking (*Teknik Komputer dan Jaringan*) found in STM or accounting, secretary or management in SMEA or Tourism or *Jasa Boga* in SMIP but government changed terms SMEA or STM as SMK (*Sekolah Menengah Kejuruan*) to give a same perception towards the aims of the program which is to prepare the participants to have a work after finishing their studies. There's a specific differences between SMA and SMK is the existence of workshop class (Productive Lesson) in SMK that help them to have a real experience in their future working life. Other lessons provided in SMK such as math, biology, physics, Bahasa Indonesia and English are the general lessons

(Normative/Adaptive Lessons) they have as the supportive curriculum to help them as the demanding in creating a good capability in working life or daily life after students are graduated.

English in Vocational High School (SMK) is one application of English for Academic Purposes in Indonesia that has been conducted for years. In Indonesia, the aims 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 as stated in Decree of National Education Ministry and English Indonesian Curriculum for SMK.

English is introduced from the first year in SMK which is named “Novice Level” in Decree of National Education Ministry of Indonesia No. 23 in 2006 (*Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006*). The “Novice Level” will be continued as “Elementary Level” and “Intermediate Level” as students will go on to the second and third year of their education in a Vocational High School. With specific aims of each level, English is said to be one subject that can help student to prepare them to work after graduation which can be concluded from the last 2 level of the Vocational High School, “Elementary Level” and “Intermediate Level”. In the attachment of Decree of National Education Ministry of Indonesia No.23 in 2006 stated that the aims of conducting English in elementary level is to give student materials that will help them communicate with written or spoken English that related to their works life while the one of the aims in conducting English is to give students an

appropriate preparation so they will be able to communicate in their formal – informal professional communication. From the last two level's aims, we can conclude that topics and learning materials for SMK students should be depending on their program as ESP / EAP's basic principle; teaching and learning of English should be given based on actual and immediate needs of learners to successfully perform real-life task. (Smoak: 2003).

When the teaching practices 2011 is conducted, the researcher found that although there are several programs for SMK in Jakarta, especially East Jakarta, those schools have similar syllabus and topics given. For example, in one of the basic competences of SMK Syllabus provided to the second grade ;

2.2 Mencatat pesan – pesan sederhana baik dalam interaksi langsung maupun melalui alat,

There are two indicators for this basic competence they are ; *Berbagai bentuk dan ungkapan digunakan dengan tepat untuk mencatat pesan (message) yang diterima melalui telepon* and *Berbagai bentuk dan ungkapan digunakan dengan tepat untuk mencatat pesan (message) yang diterima secara langsung*. One materials written in syllabus for the Basic Competense and Indicators is expressions of answering phone and guest handling, which is an appropriate topics for tourism students but given to all students in other majors, such as Engineering (*Teknik Permesinan*), Automotive (*Teknik Kendaraan Ringan*), Construction and Building (*Teknik Gambar Bangunan*) and other majors, included Computer and Networking (*Teknik Komputer dan Jaringan*). When researcher was giving to the material to Automotive students they spontaneously stated that

the topics and materials are for tourism students and ask researcher to provide new materials related to their majors.

With the same syllabus and topics written, English teacher tend to give the material as written in syllabus that already provided which is far from the application of ESP or EAP which ask teachers to provide materials based on the students' needs so they can solve their real life-task in English well. Based in Rebecca Smoak in her Journal stated ESP or EAP is needs based and task oriented which is different for every group of students. However, in reality researcher found that the topics and learning materials are all the same based on the syllabus provided by the English teacher coordination in their regional.

When the researcher conducted the teaching practice in SMKN 26 Pembangunan Jakarta in 2011, Computer and Networking (*Teknik Komputer dan Jaringan*) is one of the program in SMK that had a high score standard in English among all majors in that school. Researcher also found that many of TKJ students have a good capability in using English for their daily life, it was found in their social media that researcher analyzed for months and speaking activities researcher conducted in or out classroom activities. It might be caused by the use of English they've had while they are studying in productive class, since most of their productive class materials are in English. In pilot study that researcher conducted in July 2012, students of Computer and Networking in SMKN 26 Pembangunan Jakarta stated that in their productive class they are asked to read manuals or other materials in English and most of them always learn how to

understand the materials by themselves, since the materials they got in productive class are not introduced in their English class.

As the schools' vision in schools researcher conducted that mentioned one reason why they teach English for their students is because they want their students are able compete internationally in their working life. This statement brought another assumption for researcher that students of SMK have to get specific English related to their future working life, for Computer and Networking student here, as a programmer of any software, as site developer or any computerized related works that need English in most of their work.

Based on the illustration above, the researcher are interested to analyze whether the materials they got from English class appropriate or match to students' needs and how far learning materials help students.

1.2 Research Question

The research question of this study is:

To what extent do the learning materials relevance with their needs in learning English?

With three subsidiary questions; they are:

- Do teachers of Computer and Networking students apply English Specific Purposes approach in teaching English?
- What are Computer and Networking students' needs in learning English?
- What are Computer and Networking students' perception towards learning material compare with their needs in productive class?

1.3 Purpose of the Study

The purpose of the study is to analyze to what extent the learning materials are relevance with TKJ students' needs in learning English.

1.4 Scope of the Study

According to the research question above, this study focus on the analysis in finding what TKJ students' needs are and how far the learning materials and activities used in classroom fulfilled students' of Computer and Networking needs.

1.5 Significance of the Study

The results of this study are expected to be used as beneficial input for the next researcher in same topic and for teaching activity and research in ESP researcher will conduct in future.