CHAPTER I

INTRODUCTION

A. Background of Study

The changing of curriculum in Indonesia, School-Based Curriculum to Curriculum 2013 is intended for the better future of Indonesian education in facing the tighter competition in global era and in facing bonus of demographic condition in 2045. Curriculum 2013 is mainly expected to encourage the students’ competence on behaviour, knowledge and skill. Relating to the implementation of Curriculum 2013, the government is responsible for socializing, training the the teachers and headmasters and providing students’ books, teachers’ book and other related instructional materials.

Vocational high school/ SMK has a specific curriculum if it is compared with senior high school/SMA’s curriculum. Senior high school’s curriculum focuses on the students’ preparation to continue their study to university level. Nevertheless, based on BSNP (2013), the curriculum in vocational high school is designed to make the students qualified in the working field. So, vocational high school curriculum focuses on the students’ preparation to do a certain job.

Based on BSNP (2013), English subject in vocational high school/SMK has two purposes, they are: (1) mastering the basic knowledge and skill of English to support their specific skills; and (2) applying English to
communicate both spoken and written on intermediate level. The purposes are developed to prepare the students to be ready to work with a specific skill.

To develop their English, the students must be motivated by teaching and learning process. Mayer and Clark (2008) states that students will have a meaningful learning when they appropriately engage in all three important cognitive process; namely: (1) pay attention to relevant words and images in the presented material; (2) organize the selected material in coherent verbal and pictorial representation and (3) integrate incoming verbal and pictorial representation with each other and with existing knowledge.

Using appropriate materials based on their needs is determined as a basic need. In other words, appropriate design of materials that based on English for specific purposes (ESP) is absolutely needed. Consequently, the teachers should plan, conduct and manage the learning of English to meet their specific needs. SMK PGRI 2 Kediri is one of vocational high schools in Kediri that focuses on learning business and management. One of the departments is Marketing Department. The students of Marketing Department need Business English that prepare students for success in business communication. Business English consists of tasks such as writing, presentation and meeting. The implementation of Business English with task-based language learning will help prepare students for careers in business.

Although there are many coursebooks published with different kinds of approach offered, the teachers often choose a coursebook based on cursory impressionistic evaluations and practical factors unrelated to pedagogy
(Tomlinson, 2008). As the result the coursebooks sometimes are not exactly appropriate with the students’ need. Cunningworth (1995) says that there is no coursebook designed for a general market will absolutely match with specific learners. Therefore there will never be perfect teaching/learning material that can be used anywhere, anytime for the same level of students. Consequently, English material must be more specific based on the students’ need.

Nowadays, some English coursebooks are available for the students of vocational high schools. The learners are using Global Access, English for Vocational High School, Interchange and Get a long. Each of books provides materials with a different approach Every books serve the materials with a different approach. Based on the observation, it is found that the English materials on the book doesn’t support English based on their specific skills.

The aim of the coursebooks are for developing communicative competence and language skills. However, they don’t correlate closely with the aim of the teaching programme namely Marketing Department with the needs of learners toward English for Business. The course book only contains General English. In addition, it is not suited with the teaching / learning situation. Some materials and exercises are not based on the context.

The organisation of the material is arranged based on the order of KI and KD. The grading and progression are not suitable for learners. The grading task from easy to difficult is not clear. Some of the materials are not suitable for individual because they are not contextual with the students’ skill program.
The approach to language learning taken by the course book is communicative learning. The students are expected to develop the communicative competence both in written and spoken. Yet, the approach is less appropriate with the teaching situation. Because it is supported by the materials which are too general. It doesn’t match the students’ learning styles and expectation.

Based on those phenomena, the researcher has a great intention to develop supplementary materials for Business English based on task-based language learning. Richard (2006) states that task – based language learning is a language learning methodology that focuses on classroom process and uses tasks to create the right kinds of those interactional processes in the classroom. It is believed that tasks can facilitate the learners to communicate in natural context. They can also stimulate the learner’s real life situations as possible. Therefore, task-based language is appropriate to be applied in developing Business English supplementary material for Marketing Department.

Because the researcher develops the supplementary material as a product, this research is categorized as Research and Development (R & D). According to Gall and Borg (2003) R & D is costly in terms of time and money. So, the study doesn’t involve the whole design of R & D. The study only develops supplementary materials for Business English based on task-based language learning for the first grade marketing students of SMK PGRI 2 Kediri.
The research methodology consists of two parts namely research design and research procedure. The topic of the research is developing supplementary materials for Business English based on task-based language learning: a research and development at the Marketing Students of SMK PGRI 2 Kediri. The aim of the study is to develop an educational product, in this case, for Marketing Department of the first grade students of SMK PGRI 2 Kediri. Borg and Gall (1983) state that “R & D is a process used to develop and validate educational products ... that are ready for operational use in the school”. In education field R & D usually develops a learning product that relates to curriculum, syllabus and learning materials. Therefore, the development of Business English supplementary materials is included in R & D. The product is developed by considering to the strengths and weaknesses of existing materials and relevant principle theories in order to produce an appropriate materials based on user context.

Gall, Gall and Borg (2003) describe the purpose of R & D as to design new products and procedures which then systematically field tested, evaluated and refined until they meet specified criteria for effectiveness, quality or similar standard. From that description, it can be seen that there are some stages in the research that should be done namely designing, field testing, evaluating and refining.

The researcher modifies the steps proposed by Borg and Gall into three big steps exploration stage, developing stage and validation and try out stage. The exploration stage consists of reviewing literature, field study and
conducting need analysis. In the developing stage, the steps are developing prototype. While in the validation and try out steps, it consists of validating with experts and conducting try out.

In this research, supplementary Business English are chosen to be developed since it can provide opportunities for students to study the target language. To analyze the students’ need, the researcher develops the target situation analysis by Hutchinson and Waters (1987) which framework as follows: why is the language needed?; how will the language be used?; what will the content areas be?; who will the learner use the language with?; where will the language be used?; when will the language be used?

B. Formulation of the Problem

The problem of the research can be formulated as follows:

1. What are the strengths and weaknesses of the existing course book used in teaching and learning at SMK PGRI 2 Kediri especially in Marketing Department?
2. What is the concept/ model for developing Business English supplementary materials at Marketing Department students of SMK PGRI 2 Kediri?
3. What is the proposed supplementary material development for Business English at Marketing Department students of SMK PGRI 2 Kediri?
4. What is the effectiveness of the proposed supplementary materials for Business English at Marketing Department students of SMK PGRI 2 Kediri?
C. Objectives of the Study

The objectives of this study are:

1. To investigate the strengths and weaknesses of the existing English course book used in teaching and learning at SMK PGRI 2 Kediri especially in Marketing Department.

2. To describe the concept/ model of Business English supplementary material development at the Marketing students of SMK PGRI 2 Kediri?

3. To describe the proposed supplementary material development for Business English at the Marketing Department students of SMK PGRI 2 Kediri.

4. To describe the effectiveness of the proposed supplementary material for Business English at the Marketing Department students of SMK PGRI 2 Kediri.

D. Significance of the Study

The researcher is willing to design Business English supplementary materials to obtain some significance as follows:

1. Theoretical significance
   a. A good contribution to the world of learning and teaching English.
   b. A reference for teachers in learning and teaching process.
   c. A development of learning and teaching quality.
   d. A development of supplementary materials for learning and teaching English at the Marketing Department.
2. Practical significance

The result of this research can contribute for some parties as follows:

a. Researcher

It can give the researcher a more understanding about the development of supplementary materials for English at vocational high school.

b. Students

It can help the students of Marketing Department to learn English more effectively and efficiently.

c. English teachers

It can provide some alternative resource and supplementary learning materials for English teachers. They can use it in English learning and teaching process in the class.

d. Schools

It can help to overcome some problems found in the schools especially in the lack of English supplementary materials for Marketing Department at SMK PGRI 2 Kediri.