

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocational school is one of the schools that is a favorite destination for students after they graduate from junior high school. The reason is that vocational students can learn their desired field deeper than high school students in general. Thus, they can improve their skills well. As we know, vocational school is a secondary school that teaches advanced skills in specific areas in greater depth. The definition of vocational education under Regulation 29 of 1990 article 1, paragraph 3 is the secondary level education that promotes the development of students' ability to carry out certain types of work.

This vocational school graduates will be expected to enter a field of work and be able to directly apply their skills which they get from vocational school. Therefore, if the students only master these skills without any support of a good English communication skills, then it is considered not optimal. This is because English is an international language that is often used in every line of work. In this era of globalization, we compete not only with local workers, but also foreign workers. Therefore, the mastery of English is essential for vocational school students.

Unfortunately, learning English in most vocational school in Indonesia are still not optimal. This situation also happens to vocational schools in Gresik. The reasons that cause this situation are: the lack of the use of media which are interesting to learn English, the tendency of teachers using conventional methods

in teaching and learning English, the lack of English language materials that suit the students needs, and the lack of the use of technology in English learning process at vocational school.

The use of technology at the present time can not be separated from human life, especially the internet. Regardless of the pros cons of positive and negative sides of the Internet for humans. Benefit of the Internet also can not be denied, especially in the field of education. Use of the Internet and the computer as a medium of learning in fact have a significant impact on the absorption of learning materials for students. As stated by Klopfer et al (2009) the need of adapting and modifying the transforming world due to technological change is also required for education, as well as other sectors. It is essential to integrate technology in teaching learning nowadays. As stated by Pun (2013), technology has been tested effective and has been widely accepted as a tool for English language teaching around the world. He added, multimedia technology has played an important role in English language teaching, especially, in the non-native speaking of English situations. It also aims to make non-native speakers of English as language teachers aware of the strategies to use it in an effective manner.

Internet is a global network of computer networks. It provides language teachers with network-based teaching environments which they can create meaningful tasks and use various materials for language learners. The hypermedia nature of the World Wide Web, in particular, has greatly expanded the power of computer-assisted language learning (CALL) by allowing learners to explore learners to explore and discover reviews their learning. As stated by Au & Raphael

(2000); Leu & Kinzer (2000); Leu at all (2004) cited by Pritchard & 'Hara (2009) stated that researchers in literacy education have articulated the need for all students to become more familiar with learning in hypermedia and web based environment.

In common definition, hypertext web is one of the facilities to display text, images, sound, animation and more integrated with each other. Using the web as a medium to assist the learning of English is one of the creative ways in teaching teachers. Through a web, teachers can make the material, a task or even a game. As stated by Son (2007) Web Base Language Learning is language learning that involves the use of the web to exploit materials, resources, applications, or tools. Learning fun and creative use of media to make students more receptive to the material being taught. According to Son (2007); Warschauer (2001) cited by Jong-bae Son (2008) with the hyperlink of multimedia web can support language teachers to integrate web resources into the language classroom.

As discussed earlier, English language is very important for vocational school students. Particularly, in the study English there are several aspects that must be mastered: vocabulary, grammar, and punctuation. Vocabulary is one of the important things that must be mastered in learning English because it is fundamental to support skill mastery to four other items, namely listening, speaking, and writing. How can students master reading and listening skills, if they do not know and understand the vocabulary in the text or audio that played. Similarity, in speaking and writing, someone will find hard to communicate ideas if they do not mastered a wide range of related vocabulary. It can be ascertained that the mastery of vocabulary is closely associated with success in the mastery of

other skills. This is in accordance with the opinion of Richards and Renandya (2002:255) vocabulary is a core component of language proficiency and much of the basis for how well learners listen, speak, read, and write is provided with vocabulary. The importance of vocabulary in language learning also illustrated by Wilkins (Thornbury 2002:13) stated that “without grammar little can be conveyed, without vocabulary nothing can be conveyed”.

Mastering vocabulary is important for students of vocational school, especially in the first year. Most of them find difficult in learning because many terms of their subject are adopted from foreign languages especially English in their handbook. This occurs in almost all areas of expertise like *pâtisserie*, culinary, fashion, etc.

In the *pâtisserie* for example, most of equipment for making pastry and cake makers ingredients and recipes use the foreign term (English). The cake that they learn is not just limited to the traditional cake but also international cake. In addition, there are many English words in the recipes and books they use. So, it will be difficult if students do not master the basic vocabulary related to their areas of expertise learned. Harwood (2014) stated that extensive studies in language material development have been undertaken particularly in English for Specific Purpose (ESP) programs in the higher education context, but only the few in the secondary vocational education sector (Hua & Beverton, 2013).

In his research, Pitchard & Robert (2009) found that hypermedia authoring had a positive impact on students' understanding of grade level, science concepts as well as on student engagement in and attitude toward vocabulary building activities. Seeing the importance of mastering contextual vocabulary for

vocational students' school as well as the benefits of the technology will use the internet in particular, the researcher tries to develop English language learning media focused on vocabulary students' vocational school in the first year by using the web that are designed specifically for majors patisserie.

SMK Dharma Wanita Gresik is one of vocational school located in Gresik. The reseacher chooses SMK Dharma Wanita Gresik because this vocational school is one of the vocational schools which have a variety of subject expertise especially pattiserie. Besides, the school already has a school hotspot, so that the internet can be accessed at any time during school hours. The school also has a computer lab equipped with an adequate amount. With those facilities, this school has become an ideal school to apply this research.

Previous reseach on developing english material using CALL has been conducted by other researcher. In 2015, Faris Zulfahmi conducted a research in developing english material titled "Developing reading material using the call for the fifth grade of elementary school students at SD Muhammadiyah 2 Gresik". This study focuses on developing reading material for students of elementary school.

Based on those explanation, reseacher attempts to develop an English vocabulary material especially for patisserie class in the 10th grade of SMK Dharma Wanita Gresik using a creative media to assist in teaching English learning that is web. This media is hoped to enrich of English vocabulary related with the skill they learned.

1.2 Statement of Problem

In relation to the background mention above, the statement of the problem of this study is how to develop English vocabulary material for 10th grade of the patisserie class in SMK Dharma Wanita Gresik.

1.3 Objective of the Study

Based on the problem statement mentioned above, the objective of this study is to develop a contextual vocabulary material using web which was designed for first year of patisserie class in SMK Dharma Wanita Gresik.

1.4 Significance of the Study

There are two significance of this study named theoretical and practical significance.

1.4.1. Theoretical Significance

Researcher hopes that the theories related to the developing English contextual vocabulary material for 10th grade students of patisserie class research here could be used for supporting other related research.

1.4.2. Practical Significance

For practical significance, the researcher hopes that this study can give contributions to EFL teaching and learning process by applying this media into the daily EFL teaching of the 10th grade patisserie class of vocational high school. Also, it is hoped that this study can be used for developing further research.

1.5 Scope and Limitation

The scope of this study is developing contextual material which focuses on English vocabulary. The way of developing this media is creating a vocabulary of materials related with students learned skill using the web. There will be some words, adverb, phrase in English translated into Indonesia language or illustrated by picture.

The limitation of this study is on 10th grade students of patisserie class in first semester at SMK Dharma Wanita Gresik.

1.6 Definition of Key terms

There are some key terms which are discussed in this study. Those are: material development, contextual vocabulary, patisserie, CALL, and web. To avoid misinterpretation of key terms, researcher will give the definition of each key terms as follow:

Material development is a process to develop English vocabulary material. The process divided into many steps, those are: need assessment, preliminary design of product, expert judgement, main development of product, tryout and finalize of product, main field test, and the last is dissemination and implementation.

Contextual vocabulary is a collection of words relies on the context or setting which specifically related to a particular field.

Patisserie is one of department at vocational school that teaches the knowledge of processing and presenting food and cakes such as; continental,

oriental, and Indonesian cakes. Patisserie also teaches an art in the process of presenting a variety of pastries such as traditional and modern pastry.

CALL is technology-based application program that is used as a supporting media in EFL teaching. In this case, researcher uses web.

Web is greatly expanded from internet. The researcher uses web as media to support English learning and enrich vocabulary material of vocational school students.