

# CHAPTER I

## INTRODUCTION

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

English is very important for the graduates of the vocational high school to support their competences. By having these competences, they are expected to be able to obtain a better job not only in local or national companies but also in an international arena.

The vocational high school or SMK is the school to create the students with a specific skill. As we know the purpose of vocational high school is to make students ready to work when they are graduated. In vocational high school, there is many programs study, students are not only study form the textbook or from the teacher explanation but also they should follow a practice program namely PKL (Praktek Kerja Lapangan). So the students must be competitive, competent, productive and skillful to finish their study and that can be appropriate the demands of globalization. And in this era students from vocational high school is must be ready to face competition in the MEA (Masyarakat Ekonomi ASEAN) because MEA involves many foreigners and most of them use English to communicate with other in daily, especially for the students of vocational high school should be mastery English as well. In vocational schools, students have contributed to economic growth in Indonesia.

English is an approach to learning and it uses in English for a specific field that use based on necessity. ESP generally used by adults or learners in a vocational school that useful for them in their field or working. Lorenzo (2006) argued that students who studied in ESP usually are adults who have the purposes to use knowledge for their important job.

Hutchinson and Waters (1987) indicated that the approach of teaching language is called ESP, the whole of methods and content in ESP are based on students' reason for learning. English materials for general school are different from vocational school. In vocational school, the English materials should be specifically based on the students' ability. In here the students learn more about English for Specific Purposes (ESP) to support students learning and increase awareness they need and demands of industry Patridge & Starfield (2013) ESP is focused on learner needs, and it is a narrower approach than English Language Teaching ELT in general (Hutchinson & Waters, 1987; Paltridge & Starfield, 2013). ESP is not a special from English, but rather than approaches to language teaching. It is very important for the students of the vocational high school to learn more deeply and detail so that in the material of vocational high school that is focus on their major. Therefore, we need to select and develop the material which is appropriate and suitable with the students' needs.

According to O'Neill (2003), teaching materials help a teaching and learning process, in the teaching materials must be suitable for students' needs and make a possible for students to preview and prepare their lesson. According to Tomlison (1998) materials are considered anything which is used to help language learning. And the materials must be given positive influence in students learning process the teacher should have good materials and appropriate materials (Apple & Christian-Smith, 1991). The goal of giving English material for the students at vocational high school is to increase the student's ability based on their major and it can help them doing their job to be easier, that means for SMK English learning

materials is based on the students' needs and give some of the characteristics of each study program.

Actually in reality, most of the vocational high school still has a problem with English learning modules from the government and by publishers are still adopt general English. It means students get the materials, not specific in their study program, and the module is different with the students' need in their future occupation. This also happens in SMK N 1 Cerme. This school has eight study programs, they are; *Culinary Art, Computer and Internet Networking Engineering, Multimedia, Electrical Installation, Cooling and Air Conditioning, Chemical Industry, Analysis of Laboratory Equipment, and Industrial Automation*. Actually, it should have eight kinds of English learning modules for each grade; English for Culinary Art, English for Culinary Art, Computer and Internet Networking Engineering, Multimedia, Electrical Installation, Cooling and Air Conditioning, Chemical Industry, Analysis of Laboratory Equipment, and Industrial Automation. In reality, such kinds of materials are not available in the school it can be found that the materials are still general.

The English materials for Culinary Art study program in SMK N 1 Cerme Gresik still adopt general English such as: Make a conversation in daily activities, making an appointment, greetings and leave-taking and etc. But as we know that culinary art is a kind of English for Specific Purpose, so the materials should be appropriate for the students need. In English materials should has the topic that related to the Culinary Art study program such as; cooking tools, Indonesian spices, Indonesian sambal, and garnish food and drink. Because the aims of SMK is to support students competence, that means for SMK English

learning materials is based on the students' needs and give some of the characteristics of each study program.

When the teacher uses an inappropriate module in teaching it makes students cannot develop their skills in their works. If the conditions like this, the purpose of English teaching will not be achieved. For developing English Specific Purpose (ESP) module for each study program of SMK is needed and necessary. When the module is appropriate it can help the students to learn English more easily, because the material can use in their future job and the material based on the students' needs. So here the researcher wants to develop ESP module for a Culinary Art study program.

ESP is important to learn, that is learned for specific purposes (Hutchinson and Waters; 1987). English as an international language because of that ESP has great influence for the learner, in the other hand, Hutchinson and Waters (1994:19) say that ESP is not kind of language or methodology but an approach to studying language based on the learner need. The material of ESP is based on the need analysis and learning need, the function of need analysis is to know what the material that students need and addition syllabus design (Hutchinson and Waters, 1994).

Content-based Instruction is an approach that emphasizes on the second language from subject matters those are from syllabus, books, students' want, need and others. Nunan (2004: 131-132) stated about the strength of CBI these are materials development and syllabus design, the materials development getting from the learner need, syllabus or book. The material can raise learners motivation and heighten learners skill these supported by language development

from an analytical approach. It helps the learner to master the language and other aspects of learning, and learners get acquisition of the second language then get the content mastery.

Richard, Jack C. & Theodore S. Rodger (2001: 207) stated that ESP has a relationship with CBI approach, it is drawn from principles of CBI itself, that is better reflects on the learner need who learn a second language. Concerning with ESP and CBI approach, this study emphasizes on developing English materials for Culinary Art students at the vocational high school. Grave (2000: 150) defines that the action of adapting, creating and organizing the activities in the materials are called materials development that used to help learners for getting the objectives.

The objectives of this study are to investigate the target need and learning need of tenth grade students culinary arts study program, to determine the English materials using CBI approach. Then the result of this study is expected to give a contribution to English learning process.

Based on Nureffendi, Dedy (2013) in his title "*Developing English Learning Materials for Grade Tenth Students of Culinary Arts Study Program at SMK Muhammadiyah Wonosari*". The procedure for collecting the data was a questionnaire. In this study, based on the questionnaire of the students the researcher, know that students want to be able to communicate fluently using English in oral communication and mastering vocabulary. Student wants to use English for communication with customers and colleagues. They believe that their English proficiency level should be improved into intermediate or advance level since their level still in beginner.

Based on the definitions above, the researcher wants to develop ESP module using Content-Based Instruction for tenth grade of Culinary Art study programs at SMK N 1 Cerme. This develop English learning materials will help the learners to learn English which is appropriate for their study program (Culinary Art). The product is expected to be useful for students of the vocational high school. As we know the purpose of materials is to make learners can study on self-instructional. Giving the variation of English materials is making students learn English as easy as possible. This English material also will facilitate learners to learn English.

## **1.2 Statement of the Problem**

Based on the description of background that has been presented above, the problem statement of this research is to develop ESP module using Content-Based Instruction for tenth grade in first semester of Culinary Art study program at SMK N 1 Cerme.

## **1.3 Purpose of the Study**

The purpose of this study is to develop ESP module using Content-Based Instruction for tenth grade in first semester of Culinary Art study program at SMK N1 Cerme.

## **1.4 Significance of the Study**

The result of the study is divided into two, including theoretical and practical significance:

### **1.4.1 Theoretical Significance**

The result of this research is an alternative theory in developing English for Specific Purpose for Culinary Art study program.

### **1.4.2 Practical Significance**

In practical terms, the benefits of this research are as follows:

a. For the Teacher

Hopefully by the finding of this research in the form of the syllabus and the material can be useful as a source of learning and helpful in teaching English. Especially for students' tenth grade of Culinary Art study programs at SMK N 1 Cerme.

b. For the Students

It is hoped that the material produced from this study can increase their motivation to learn English, English materials will produce the interesting product for the learners that consists of several themes of Culinary Art which is appropriate with their study program. They will learn English well from their Culinary Art knowledge that they already know in Culinary Art lesson.

c. For the Further researcher, the results of this study can be used as alternative materials for further researcher, and can develop with another basis like android especially for developing ESP material for Culinary Art.

### **1.5 Scope and Limitation of the Study**

In order to make the discussion more specific, the researcher gives the scope early in developing ESP materials. The scope of the study to develop ESP module for tenth grade in the first semester of Culinary Art study program at SMK N 1 Cerme with the material is basic cooking.

The researcher wants to have a limitation on the topic of this material which is focused on my cooking tools, Indonesian spices, Indonesian sambal, and garnish food and drink. So, the English materials will match with the students'

need. And the researcher is used content-based instruction for making the instructional materials. The limitation is in the skills of reading, writing, and speaking is receptive skill and productive skill.

## **1.6 Definition of Key Terms**

### **a. Developing material**

The developing is a process of developing ESP module about Culinary Art materials such as cooking tools, Indonesian spices, Indonesian sambal, and Garnish food and drink.

### **b. English for Specific Purpose (ESP)**

ESP is an English learning that learned by the students who study at vocational school or learned by the people who need a specific English for their job. In ESP, the English learning is not general, it is a specific English to study.

### **c. Culinary Art**

Culinary Art is the one of the eight major in SMK N 1 Cerme Gresik which focuses on Culinary's competence like basic cooking.

### **d. Content-Based Instruction**

CBI defined as an approach to language teaching, especially in English learning. It is an approach to specific learning. Students do the learning based on the instruction from the teacher or materials. Then



this CBI lesson is emphasized in the second language to get a good communication in English.