

## **CHAPTER I INTRODUCTION**

### **A. Background of the study**

Based on Indonesian Minister of Education, through the minister regulation No. 24 /2006 due to the implementation of minister of education regulation no. 22 and 23/2006 due to content standard (standar isi) and competence standard (standar kompetensi) for primary and secondary education English is as means of communication for both spoken and written. Communication means to understand and able to express the information, opinion, feeling, and to develop knowledge, technology and culture. Infact there are four language English skills namely listening, reading, speaking, and writing. To gain the four English skills, all language components should be taught in an integrated way.

As a foreign language, English is not normally used as a medium of instruction but is simply a branch of study practiced in formal settings, such as school and university (Richards, 1974 : 877). Despite the fact that English is a foreign language. Its role in supporting Indonesian National Development is substantial, finally, three major roles are played by this foreign language :

- (1) As a means of communication with other nations.
- (2) As a means for developing Indonesian into a modern language, and
- (3) As an instrument in utilizing science and technology for National development (Depdikbud, 1975 a : 37).

Government regulation No. 19/2005 stated that the teaching learning process in the Educational Institution should be conducted in interactive, interesting, challenging way in order to motivate the students to participate actively in the teaching and learning process and to give chance to express their ideas, creativities, independence based on their aptitude and interest and their physical and psychological development as well.

One of the skills needed in learning English is speaking, without learning speaking it is difficult for the students to express their ideas, creativities, independent and so on. According to Hughes . as quoted in Yulia (2005:179), speaking is an interactive process in which an individual alternatively it is involved comprehension and production. As the result in speaking there will be at least two persons involved. River as quoted in Shum (2002:208) stated that “the functions of spoken language are interactional and transactional”. It means that the spoken language (speaking) is used to maintain social relationship and latter it is to convey information and ideas. Therefore the teacher needs to provide learner opportunities for meaningful communication behavior. The topic must be relevant with learner interaction as the key to teach language for communication.

In reference to the importance of speaking, the researcher claims the English teaching should made some efforts to find the appropriate technique of teaching English which accommodate the students characteristics at any level of education including vocational high school one.

Therefore this study attempts to describe the English learning and teaching especially at vocational high school 3 Klaten embodying the process of teaching

four macro skills of English, such as listening, reading, speaking and writing. This relies on the theory that these skills are advocated to be taught at vocational high school.

The students participation in speaking class is very crucial since the teaching learning process will not run well when the students do not actively involve especially in oral communication. It can be between the teacher and the students or among the students. Wood as quoted by Richard (2001:155) stated how important the students participation is. He stated the communication purposes will only take place when at least two parties are involved in the interaction or transaction. Therefore the teacher's task is to provoke the interest and involvement in the subject although the students are not interested in the subject matter (Hammer, 1988:8) the teacher task is to encourage the students in order that the students will be interested in the subject matter. Therefore the students, participation is very essential in teaching learning process.

Some factors influence students to learn English. They are topic, English usefulness, method or technique of teaching and teachers' capability, actual topic which is in line with students' age and growth. And becoming familiar with them may make them more interested in learning English.

When they feel the usefulness of English in their lives such as assisting them to operate computers, facilitating them in satisfying their hobby, chatting with foreignness, they will be more motivated in learning English because English is important and needed to make their lives easier.

One factor can sometimes hinder than stimulate students' learning. This is the improper choice of methods in teaching English. The use of monotonous method or technique can make students bored so they do not pay attention or participate in the learning process. They often try to find other activities to compensate for. It with activities such as talking to friends doing something with their friends on day dreaming.

Teacher's capability obviously effects student's participation in the class. The way the express their thought in such a way that they can be understood easily is determined by their intelligence and teaching experience. Students will be less motivated and become lazy. When they see their teachers are not as smart as they expected them to be. What will happen if the teachers do not master the material they teach? It will make it more difficult than it really is. There are some other factors that contribute to make speaking become more difficult to learn. The main factor deals with the Indonesian culture.

The education in Indonesian is under the responsibility of the ministry of Education and culture. In Indonesian, all citizens must undertake twelve years of compulsory education which consists of six years at elementary, three years at Junior high school, and three years in senior high school.

The education is defined as a planned effort to establish a study environment and education process so that the student may actively develop his / her own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him or herself, other citizens and for the nation. The constitution also notes that education in Indonesia is

divided into two major parts, formal and non formal. Formal education is further divided into three levels, primary, secondary and tertiary education.

The schools in Indonesian are run by the governments or private sectors. Some private schools refer to themselves as “national plus schools” which means that they intend to go beyond the minimum government requirements, especially with the use of English as medium of instruction or having an international based curriculum instead of the national one.

The vocational school, generally known by the abbreviation “SMK” is part of the second level education in Indonesia. After graduating from junior high school, students attend senior high school / vocational school for three years from the age 15 to 18 after three years of schooling and graduation, students may on the university or to get the job.

Based in the 2005 National curriculum, the students have to knowing English is communicating language, and people have to prepare the students to challenge globalization era.

English teacher should also be able to play their role as facilitator for students in their attempt to acquire the spoken language in the sense that English teachers should facilitate students in learning the spoken language by giving many oral practices.

It is becoming a challenging task for language teachers to establish a successful language classroom. Foreign language classes have to incorporate play full dimension, thus the possibility for making the class as an instance of learning and a moment of fun. Becomes a key element of successes in a language class.

There are many ways to make a fun activity in conversation class. Using pictures, card, and other visual aids usually can add a great joy to class. Language teacher uses them as meaningful teaching aids in order attract students' attention and facilitate them to understand the lesson better.

The other ways are doing group discussion, conducting role play, games and using jokes. These can reduce students, boredom and allow students to interact with others naturally and may create good competition among them. The joke is potential to create humorous situation.

In the research, the researcher attention is using CLT approach as the way to make the classroom activities to be Meaningful and communicative. It is expected the students can use the English for daily life and for getting the job easily.

Vocational school 3 Klaten is one of educational institutions which located in Merbabu street 11 Klaten central Jawa. It was found in 1969. It has thirty classrooms and five programs they are : Hotel Accommodation, Boutique Fashion, Boga service, Skin Beauty and hair beauty. It has about 1000 students and 80 teachers. The teachers have trained English, so that they can teach and speak English although still affluently, why the teachers must train English.

Because vocational school 3 Klaten is RSBI, it has vision and mission :

1. Vision

Give shape international level vocational school which it can create quality man power source and always be ready in the field job competition.

2. Mission

- a. Carry out vocational education which refer to the field job and international level field industry.
  - b. Prepare the professional graduation
  - c. Increase the college relation with the community, national and International.
3. The goal of vocational 3 Klaten.
- a. In crease capacity and quality to the students servicing.
  - b. In crease the education personnel competence and non the education personal whom professional.
  - c. Prepare the students to be the middle level worker who productive, have the skill and Independence according to the job field and industry field.
  - d. Hold and look after the cooperative relation with community, national college and international college.
  - e. Give shape the school as the place for self development.

Curriculum, syllabus and book which is used the vocational school is

National Syllabus that is KTSP . English teacher teach integrated skill : listening ,speaking ,reading and writing .The researcher observes five English teachers in teaching ,they use National syllabus for Vocational School consist of Novice level, Elementary level and Intermediate level, the writer takes five teachers for observation. English teacher especially speaking as two subjects for the students of 10<sup>th</sup> and 11<sup>th</sup> grade. The 11<sup>th</sup> grade students are parallel with 10 (ten) classrooms and five programs. The materials given to the

students are taken from the English book. Which written by Entin Sutinah and her friends.

Vocational school 3 Klaten teaches English with consideration that is very important for daily life, more and more for hotel program students. Teaching English is not always easy. To certain extent it is dull and boring for the students. However, the study here tries to find out the best way. That students may feel enjoyable as well as important by using the correct method / the right approach that is by using CLT.

## **B. Problem in the study**

Based on the background above the writer. Focuses on “how is the teaching learning process of English at SMK N 3 Klaten?”

Subsidiary of the problem in this research paper refers to these following questions :

1. What are the learning objectives of teaching English at SMK N 3 Klaten?
2. What kind of syllabus are used at the SMK N 3 Klaten ?
3. What are the materials used at the SMK N 3 Klaten?
4. What are the methods used at the SMK N 3 Klaten?

This includes the methods used at the SMK N 3 Klaten?

- a. What is the teaching procedure?
- b. What are the classroom activities?
- c. What are the teachers roles?



- d. What are the students roles?
  - e. What are the teaching models used?
5. What are the evaluation media used ?
  6. What are the strengths and weaknesses of teaching learning process at the SMK N 3 Klaten.

### **C. Objective of the Study**

1. To describe the learning objectives of teaching English at the SMK N 3 Klaten.
2. To describe the kinds of syllabus used at the SMK N 3 Klaten.
3. To describe the materials used at the SMK N 3 Klaten.
4. To describe the methods used at the SMK N 3
  - a. Teaching procedure
  - b. Classroom activities
  - c. Teacher's role
  - d. Students role
  - e. Teaching media
5. To describe the evaluation models at the SMKN 3 Klaten.
6. To describe the strengths and weaknesses of teaching learning process at the SMK N 3 Klaten.

#### **D. Benefit of the study**

This paper has some benefit, which can be useful for the written and for others; there are two kinds of benefit, namely, theoretical and practical benefits.

##### **1. Theoretical Benefit**

- a. For researcher, the study improves the researcher's knowledge of teaching learning process in order to get effective in teaching English.
- b. For other researchers, result of the study can be used as reference for students who want to conduct a research in teaching learning process.
- c. For English teacher, the result of the study may be useful for English teachers in their profession of Teaching English.

##### **2. Practical Benefit**

- a. For policy maker, especially related to teaching of English, the result of the research can make constitution to establish the non formal education especially English course and give permission if the people will Establish non formal education such as, English courses or English dormitory.
- b. For English teacher, the result of this study can be reference to evaluate their teaching practice of English and to improve some weakness as that will encourage to make something better. It can prompt the students to learn English.

## **E. Research Paper Organization**

The writer organizes the research paper into five chapters in order to make the reader understanding the content of the research as follows :

Chapter I is introduction. It consist if background of the study, problem of the study, objective of the study, benefit of the study, research paper organization.

Chapter II is review of related literature it consists of the nation of learning language, the nation of language teaching, teaching English as a system and non formal education. Chapter III is research methodology. It deals with type of the research, description of setting, data and source of data, the data credibility, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. Chapter V is conclusion and suggestion.