

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background to the Study**

The objective of learning English in SMK (Vocational Schools) is to make the students able to communicate in English to support the students' major skills. People may think that the main ability to communicate in English is speaking ability. The ability to communicate in English is the ability to understand and produce spoken or written language that is integrated in four skills of English; they are listening, speaking, reading, and writing. The ultimate purpose of SMK as a formal education is generating ready-to-work graduates by equipping them with English as a prerequisite skill to enter the labour market.

As stated above, the main purpose of SMK is producing ready-to-work graduates, so their interest is on the major skill. It has a bad effect on the quality of English teaching in Vocational High Schools. Teaching English in Vocational High Schools is unsuccessful because the main focus of students in Vocational High Schools is on skill programmes.

The success of English teaching and learning also depends on the learning materials. Materials are the central aspect in language teaching and learning. Although they have important roles in curriculum, teachers find difficulties to choose textbooks or create materials which are suitable for the students' needs because there are many textbooks that can be used as materials

sources in the English teaching and learning. Textbooks or materials need to be based on school characteristics, potential and especially students' needs and interest.

In reality, the materials designed in most textbooks are basically developed not only for certain schools but for general schools. In other words, there is no textbook which specifically developed to fulfil the needs of specific programme in vocational high schools. Today, the existing English learning textbooks for vocational high schools is combination of materials of some main programmes. It is clear that the students of Vocational High Schools need to learn English materials that are related to their skill programme.

Based on the above statement, the researcher is interested in designing English learning materials for Grade X Students of Ceramics Craft Skill Programme (Kriya Keramik) at SMK N 1 ROTA Bayat.

## **B. Identification of the Problem**

Based on the background of the problem, there are some problems related to the development of English learning materials for grade X students of Ceramics Craft Programme (Kriya Keramik) at SMK N 1 ROTA Bayat.

The first problem is English classroom learning materials. There are many English materials used in the classroom at SMK N 1 ROTA Bayat such as English textbooks, English modules and students' English worksheets. However those English learning materials that are used for grade X students of SMK N 1 ROTA Bayat are inappropriate. It is inappropriate because the

materials that have been developed are not specifically designed for certain skill programmes.

One of the skill programmes in SMK N 1 ROTA Bayat is ceramics skill programme. The materials that were used in the classroom for ceramics skill programme are considered ineffective. The materials cannot fulfil the students' needs. They need to master English that is related to the materials of the Ceramics Skill Programme.

Secondly, a language laboratory is the supporting service in the school related directly or indirectly to the teaching learning process. As the existing language laboratory at SMK N 1 ROTA Bayat, English learning materials for language laboratory are much needed. However, the English learning materials used in the language laboratory are the same materials used in the classroom which are inappropriate and ineffective for Ceramics Skill Programme.

The last is interactive learning materials. Because of the modern era, the use of technology in English teaching and learning is a must. It makes English learning more interactive. Usually the materials are in the form of non-printed materials. The examples of non-printed materials are cassettes, CDs-Rom, videos, and internet access materials. Actually, there are some interactive English learning materials used in SMK N 1 ROTA Bayat. However the interactive learning materials that are used for grade X students of ceramics programme are very limited and inappropriate.

### **C. Delimitation of the Problem**

Due to the limitation of time and the researcher's knowledge, the researcher does not develop all materials needed by the students. The study focused on the development of classroom learning materials for grade X students of Ceramics Craft Programme (Kriya Keramik) at SMK N 1 ROTA Bayat.

### **D. Formulation of the Problem**

From the limitation of the problem above, the writer formulates the problem as follows:

1. What are the target and learning needs of grade X students of ceramics craft programme (Kriya Keramik) at SMK N 1 ROTA Bayat?
2. What are the appropriate English learning materials for grade X students of ceramics craft programme (Kriya Keramik) at SMK N 1 ROTA Bayat.

### **E. Objective of the study**

Related to the formulation of the problem, the objectives of the research are:

1. To identify the target and learning needs of grade X students of ceramics craft programme (Kriya Keramik) at SMK N 1 ROTA Bayat.
2. To design appropriate learning materials for grade X students of ceramics craft programme (Kriya Keramik) at SMK N 1 ROTA Bayat.

### **F. Significant of the Study**

There are some benefits of the implementation of the research:

1. The result of the research can be useful for English teacher to be more creative in designing English learning materials.

2. The result of the research can be useful for students to get new knowledge on learning English.
3. The result of the research is used for reference for those who want to conduct a research of developing learning materials.