

CHAPTER I

INTRODUCTION

This chapter introduces and explains several points that discuss in this research. This chapter is divided into six subtopics, they are: background of study, identification of research, research question, objective of research, significances of research, and scope and delimitation of research.

Background of Study

Listening skill plays important role in the process of communication. It is one of the supporting aspects for the success of communication. It helps the speaker and listener to understand the content of information. According to Mendelson (1994) in Yildirim and Yildirim (2016, p.2097), “the total time spent on communicating are listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %”. The statement above shows that listening takes place much time in communication. This statement emphasize people must give more attention for listening because listening takes a big portion in communication process.

Furthermore, listening does not only have a role in daily communication but it also has a role in the classroom of language. Listening is one of the four language skills (writing, reading, and speaking) which has to be learnt in the school. It takes a part in the process of acquiring the language. Rost (1994) proposed that, “listening becomes a vital in the language classroom because it provides input for the learner.

Without understanding input at the right level, any learning simply cannot begin". Besides, Baker (1971) in Asemota (2015, p.27) also pointed out that, "listening helps student acquire detailed comprehension. It assists students approach the foreign language with more confidence and a greater expectation of success". Through the two statements from the expert above, it proves that listening is a fundamental skill in mastering language. The learner needs listening skill to learn a language.

In relation to the listening skill, listening is one of the skills that are taught in vocational high school. Vocational high school is similar with senior high school. However, it focuses on several fields. It prepares students are ready to work on the job field after they graduate from the school. Based on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 34 Tahun 2018 Tentang Standar Nasional Pendidikan Sekolah Menengah Kejuruan*, "*Tujuan pendidikan kejuruan yaitu menghasilkan tenaga kerja terampil yang memiliki kemampuan sesuai dengan tuntutan kebutuhan dunia usaha/industri, serta mampu mengembangkan potensi dirinya dalam mengadopsi dan beradaptasi dengan perkembangan ilmu pengetahuan, teknologi, dan seni*".

Listening in vocational high school is taught in English subject. It has significant role for the vocational students. There are two basic reasons why listening is important for vocational students. The first, listening becomes a supporting skill that vocational students should be mastered besides their vocational skill. It is believed that, listening skill is one of the keys in communication. Moreover, be able to

communicate in English is a good point for the vocational students when they apply a job after graduate from the school. Having a supporting skill or ability will give a positive value for the students. It will give them opportunity to find a good job based on their field and also a good experience when they work. The second, listening becomes a part of TOEIC. It is believed that, TOEIC is a standardize test of English language proficiency. It is designed to measure the everyday English skill of people working in an international environment. Furthermore, *Direktorat Sekolah Menengah Kejuruan, Kemendikbud* facilitates students of vocational high school to follow this test. Hidayat (2021) mentions four (4) benefits of TOEIC for vocational students; (1) As a credential of English communication skill in global working world. (2) Increasing the confidence and competitiveness of graduates when they join in the working world and further education. (3) Providing plus point and students' personal portfolios. (4) It can be used to fulfill one of the requirements to apply a scholarship. Thus, it can be conclude that vocational high school students should take and pass the test because the result of the test can be a supporting point when they apply for a job. Besides, they also should have a good skill in listening because listening is one part of TOEIC. It means that vocational student should be prepared to overcome listening in TOEIC.

English subject (listening) in vocational high school is learned in X, XI, and XII grade. There are several textbooks that are used to teach English for all grades, such as; *Bahasa Inggris Kelas X SMA/MA/SMK/MAK (2016)*, *Get Along with English for*

Vocational School Grade X (2010), *Forward an English course for Vocational School Students Grade XI (2017)*, *Get Along with English for Vocational School Grade XI (2010)* and *Forward an English course for Vocational School Students Grade XII (2017)*. However, there are problems regarding to the English textbooks and listening part for the tenth (X) grade. It was identified in SMK Negeri 1 Pulubala. It is one of the vocational high schools in Gorontalo Regency.

First, the textbook contained general topics that were not specific to the students' field in vocational high school. The topic in the textbooks such as for the dialogue and the monologue only talks about general topic. It refers to the common English in daily life. Moreover, the textbook is applied for all departments. It means that all departments learn the same topics in English subject. There is no difference for each department. However, it is believed that, vocational high school consists of several departments. It should be better if the topic that they learn in English should relate with their field or the vocabulary for the dialog and monolog should use specific vocabulary for student's field. The relevant topic of English with vocational knowledge gives opportunity for the student to enrich their English vocabulary especially for specific vocabulary. Besides, Students need English skill are not only for basic but also they need to learn English relate with their vocational skill.

Relating to the topic of English textbooks for X grade, there is explanation about two chapters on the textbook as an example. The first textbook entitles *Bahasa Inggris Kelas X SMA/MA/SMK/MAK (2016)*. It is published by Kementerian

Pendidikan dan Kebudayaan Republik Indonesia. It consists of 15 chapters. The first chapter on the textbook entitles *'Talking about Self'*. This Chapter contains the material about introducing oneself, parents and friends. Besides, the topic of one of the monologues is about email and letter that introducing someone self. For this material, it should be better if the topic of dialogue and monologue is related to the students' field. As the example is the topic for business and marketing field. The topic can be introducing someone self as a businessman and what he does. Certainly this topic is more related to English material and also students' field. Moreover, the second textbook entitles *Get Along with English for Vocational School Grade X (2010)*. It is published by Erlangga. It consists of 8 chapters. As the example, chapter six entitle *'What does the Sign Mean?'*. This chapter contains the material about sign, symbol, menu, schedule and degree of comparison. The topic for this chapter is pictures of road sign, menu of restaurant and train/flight schedule. For this material, it should be better if the topic about several pictures that relate to business and marketing field or how to design a logo for business brand. Certainly this topic is needed for business and marketing students because they also learn how to design a logo in their vocational subject.

Second, the textbook does not cover all of basic competences of the X grade. The textbook entitles *Bahasa Inggris Kelas X SMA/MA/SMK/MAK (2016)*. This textbook is the newest textbook that is provide by the school. There is only 8 basic competences from 13 basic competences include in this textbook. Moreover, the

English teacher looked for other materials from other sources to overcome the incompletes of the textbook. On the other hand, the textbook that is provided should be contained all of the competencies. The textbook that is can be used as the main reference. Thus, teacher and students look for the material is just for additional reference.

Third, listening part in the textbook entitles *Bahasa Inggris Kelas X SMA/MA/SMK/MAK* is limited. The textbook provides 'Pronunciation Practice' for listening activity. However, the activity is just repeating vocabulary that is pronounced by the teacher. Besides, there is another listening activity but it is limited. The listening part is not provided for another material. This condition made the student did not have more opportunity to sharpen their listening skill because the limited of activity for listening. It also has not been able to meet with the target of listening for vocational students such as for TOEIC. Students need more activity for listening to sharpen their listening skill. Thus, the textbook should contain more activities for listening. Students will have more opportunity to sharpen their listening skill. They also can prepare their self to overcome listening part in TOEIC.

Fourth, the problem relate to the supporting media for listening. Listening cannot be separated from the use of media in teaching and learning process. It is known that media becomes something interesting and very important in teaching and learning process. For the students, it can be a learning variation. They can improve their listening skill through the media beside from the teacher's voice. They become more familiar with the pronunciation. For the teachers, media can be variation of teaching.

The use of media in listening can be another way of teaching besides using teacher's voice. Some kinds of media usually are used in listening activity; tape recorder, computer, laptop, VCD, mobile cellular, speaker, YouTube and applications for listening. Each of these media has a role in listening activity with their advantages.

As the example is text to speech application. It is one of the media that can be used for listening activity. This application can convert a written text/sentence into spoken word. The teacher can put the dialogue and monologue into the application. It could be a right choice for the teachers who develop a listening material because the teacher could modify and adjust the application with the listening material that they develop. Thus, teachers have own listening material for specific field that is supported by the media (application). In addition, students also could use this application. This application gave opportunity for the students to listen other voice beside teacher's voice. They could get input toward the pronunciation of English word. Besides, this application is a free application. It means that the school which has a bad signal of internet can use this application because when the application has been downloaded, it can be run completely without an internet connection.

On the contrary, relating to the problem of supporting media in listening, the reality shows different thing. In this case is the using of media for listening activity. Based on the reality, the use of learning media for listening is less from the expectation above. Based on some observations, the teacher rarely uses media that can help them in listening activity, such as laptop, speaker, tape recorder or

application. They only rely on personal voices to teach listening, such as when they give task to exercise students listening skill. In addition, the other problem relate to condition of the students. Most of the students at the school have problems in accessing internet because the limited of the internet network.

Nonetheless, teacher is expected to have variations method and media in teaching listening. There are two expectations from the students towards the using of media for listening in the classroom. First, media will avoid student's boredom. In line with Zuhri and Fanani's statement, instructional media will make the class to be more alive because the students are interest, more active and get motivation (2008). Second, students have opportunity to listen English from native speaker through the media. It could help students familiarize the pronunciation of the speaker. According to Shodiqin, Et al. (2014, p;3) the sound which was produced by a model of the native speaker could help the students to learn and improve their pronunciation by imitating the speaker. It also could motivate them to learn more serious and focus.

Identification of Research

Based on the explanation in background of study above, the researcher found some problem dealing with the English textbook used by the teacher to teach students in vocational high school. First, there was not any differentiation the using of textbook for each department whereas the needs of students were different. It is because the same textbook is applied in all departments. In addition, the topic on the

textbook was not specific to the students' field. Second, the students' needs to learn all of the competencies are not met with their expectation. It is because the textbook does not cover all of the competencies. Third, students have no more opportunity to sharpen their skill in listening activity because the limited of activity for listening on the textbook. Fourth, students have no other opportunity to learn listening through media because the lack of use supporting media for listening in the classroom.

Therefore, based on the explanation above it was necessary to develop listening material for the tenth grade of vocational high school because the main problem relate to the English textbook of tenth grade. The topics of the listening material should specific on students' field in vocational school and it is based on students' need. In addition, the learning media was used to support the listening activity. Furthermore, Business and Marketing Department became the focus of the developing listening material. It is believed that, English is not a new thing in business and marketing field but it is a significant part of it in this era. English related with business and marketing field. English is the language that is often used in marketing both workers and their fields of work. Thus, students of business and marketing should be prepared to master English in order to support their vocational skill. Besides, they are also ready to join in job field after graduate.

Research Question

Based on the problem above, the research questions of this research are:

1. What are the students' needs in learning listening at tenth grade students of business and marketing?
2. How to develop listening material for the student at the tenth grade of business and marketing department in SMK Negeri 1 Pulubala?

Objective of Research

Based on the research question above, the research objective will be:

1. To find out the students' needs in learning listening at tenth grade students of business and marketing department.
2. To develop listening material for the student at the tenth grade of business and marketing department in SMK Negeri 1 Pulubala.

Significances of Research

There are two significances of this research:

Theoretical Significance.

This research gives new finding and new product particularly about the listening material for business and marketing department. Thus, for the next researchers, they can develop listening material for other departments in vocational high school.

Practical Significance.

The practical significance focuses on the teacher and student.

Teacher.

There are two practical significances for the teacher. (1) Teacher can use this listening material and the supporting media to teach listening especially for business and marketing department. (2) The result of this research gives innovation for the English teacher to develop listening material for other departments based on students' field in vocational school.

Student.

The using of this application in listening hopefully can help students to improve their skill in listening. Besides, the using of this application gives chance for the student to listen other voice (native speaker) beside teacher's voice.

Scope and Delimitation of Research

This research only focused on how to develop listening material for business and marketing Department. The subject of research was only students of business and marketing at the tenth grade of SMK Negeri 1 Pulubala.