CHAPTER I
INTRODUCTION

This chapter presents the research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms. They are presented sequentially in the following sections.

1.1 Research Background

Vocational high school is a type of formal education unit where students are prepared to master the skills for a specific area of expertise and get them ready to work after they graduate. When the students enroll to a vocational school, it will be good if they choose an expertise program that is suitable to their interest (Apriliyadi, 2018). As it could be seen in Regulation of The Directorate General of Primary and Secondary Education Number 6 of 2018, the programs vary widely from technology and engineering, energy and mining, information and communication technology, health and social work, agribusiness and agro technology, maritime, business and management, tourism, to arts and creative industry.

Unfortunately, Directorate of Vocational High School Development (2017) argues that there are still a lot of Indonesian vocational high school graduates who have been not yet absorbed by the business and industrial world. It shows a contrast in comparison to the initial purpose of a vocational high school. To change that condition, the Indonesian government has put more attention to the development of vocational high school, specifically to the quality of graduates. It is in line with the Presidential Instruction Number 9 of 2016 whose concern is about the revitalization of Vocational High School in order to improve the quality and competitiveness of
Indonesia human resources. The program to revitalize the vocational high schools in Indonesia focuses on prioritizing the competence of several areas of expertise which are considered exclusive to develop further. There are agriculture, maritime, tourism, and creative industry (Directorate of Vocational High School Development, 2017).

As a starter, the government chose 219 vocational schools with the prioritized competency fields. From each of the chosen school, there are five components that have been set as the target of vocational school revitalization, namely curriculum, teachers, facilities, cooperation with the business and industry field, and the quality of graduates (Maulipaksi, 2017). Through the revitalization of those components, the government encourages vocational schools in Indonesia to prepare related graduates to what is really needed in business and industrial field.

Moreover, Directorate of Vocational High School Development (2017) also says that in business and industrial field, the graduates of vocational schools need to get ready to compete with the other domestic graduates, even people from around the world. Therefore, the students are given an English course as well, aside from learning the specific skills of their program. English is known as one of the most spoken languages around the world (Chan, 2016). Hence, one of the ways to deal with globalization and compete in this era is by mastering English (Surjono & Susila, 2013). Furthermore, teaching English to vocational school students has the intention of providing them with the ability to communicate using English, both oral and written. Teaching them is different from teaching regular high schools. The materials that are being taught to the students are categorized as English for Specific
Purpose (ESP) since it is adjusted to the needs of their expertise program (Cahyati, R, S., & Rizkiani, 2015).

Teaching materials have a significant role in the teaching and learning process. Choosing the right materials might create an interesting situation in the classroom, and stimulate the students to be more motivated in learning English (Suharningsih, 2006). In language learning, the materials that could be used are not only course books. Actually, anything which is able to facilitate the learning of a language could be classified as the materials (Tomlinson, 2013).

There are several previous studies related to the materials used in teaching English. A research was conducted by Afif (2007) in Listening class at LPK Medan English and Computer in Bima-West Nusa Tenggara. It concerned about teaching techniques and English materials used by the teacher. The research has found that the teaching was using nine teaching materials in conducting six months program. The materials were a conversation from the audiocassette-tape, dialogue about telephone customer service from the audiocassette-tape, television program about how to cook "Fried Egg" from the compact disk, news, public address announcement, story text, English song’s lyrics, short fairy tales text, and vocabulary games.

Another study related to materials of English used for teaching ESP in tenth grade students of SMK Muhammadiyah 1 Malang was done by Al-Azizah (2016). She said that the teacher was using introduction and greeting as speaking materials, describing people as writing material, a text telling about friends as reading material, also a dialogue to listen and practice with friends as listening material.
Nevertheless, those previous researches merely talked about English materials used by the teachers in a vocational school without any specific program and a training institution. They did not discuss the English materials used in teaching English for Specific Purposes in a revitalized school which the researcher is interested in. A revitalized school is an effort by the Indonesian government to improve the quality of their graduates so that they can meet the needs in the business and industrial world. Hence, this research tries to fulfill previous research gaps. For that reason, this research focuses on analyzing the English materials used in teaching the tenth grade of animation class at SMKN 4 Malang. SMKN 4 Malang was chosen as the focus of this research because it is one of the schools in Malang which has been set by the government to implement the revitalization program. Furthermore, animation class was selected since it is considered one of the areas of expertise that recently thrived rapidly in Indonesia.

1.2 Research Problems

From the research background, two main problems come up, as follows:

1. What materials are used in teaching English for the tenth grade of Animation Class in the vocational school of SMKN 4 Malang?

2. How does the teacher transfer the English materials in teaching the tenth grade of Animation Class in the vocational school of SMKN 4 Malang?

1.3 Research Objectives

With regards to the research problems, the purposes of the study are:
1. To know the variety of English materials used by the teacher in teaching tenth grade of Animation Class in the vocational school of SMKN 4 Malang.

2. To find out how the teacher transfers the English materials in teaching tenth grade of Animation Class in the vocational school of SMKN 4 Malang.

1.4 Scope and Limitation

This research focuses on analyzing English materials used upon teaching in the vocational school of SMKN 4 Malang. Furthermore, it is limited to the English teacher who teaches tenth grade of Animation Class students in SMKN 4 Malang.

1.5 Research Significances

At the end of this study, the researcher expects the result would be advantageous for the other vocational high schools, the English teachers of vocational high schools, the students of English Language Education Department, and for the future researchers.

Practically, the outcome might provide the other vocational high schools with some information related to the improvement of teaching and learning process to be more effective. It is also aimed to help the other English teachers who might face a problem in choosing the ways to transfer the materials in the teaching-learning process since the study discussed it as well.

In addition, the result of this research theoretically would be beneficial for the students of English Language Education Department. Since they are prospective English teachers, they might use this study to get more information about teaching English in vocational schools and what kind of materials they would possibly use
later. Besides, the future researchers who conduct the same research topic could use the result of the study for their additional source of information.

1.6 Definition of Key Terms

In order to understand the terms used in this study, the researcher provides the definitions as follows:

1. Materials

Materials could be define as any form that contain information as regards to the language being learned, for instances, textbooks, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard, and many more (Tomlinson, 2013).

2. Animation Class

Animation class is one of departments included in creative industry program which in Indonesia is considered exclusive to develop further. This class is expected to supply professional labor in order to drive Indonesian animation industry (Directorate of Vocational High School Development, 2017).

3. Vocational School

National Education System Law article 15 of 2003 mentions that vocational school is a secondary education that focus on preparing the students to get ready to work after they graduate.

4. Transfer

“The common sense notion of transfer is that learners use the knowledge and skills gained through adult education in the appropriate settings” (Ford, 1994).