

CHAPTER I

INTRODUCTION

1.1 Opening Remarks

This chapter introduces the problem of the study. It starts with the background of the study, which describes the overview of English teaching condition in vocational school and the reason to conduct the study. Then, the purpose of the study, research question, significance of the study, scope of the study, and clarification of technical terms follow it. This chapter is concluded with organization of the paper.

1.2 Background of the Study

Doing 'on the job training' activities abroad now becomes a trend among the students of vocational school. The *Republika* newspaper reported that until 2001, 586 students from various vocational school in Indonesia participated in 'on the job training' in Malaysia, Singapore, Germany, England and other countries (Republika [online] Monday, 27th August 2001). In the same newspaper, Priowirjanto, the Director of Secondary Vocational Education at the time, thought that doing 'on the job training' abroad is a positive activity to broaden vocational school students' knowledge about their future jobs and to improve their English speaking skills. Priowirjanto further said that vocational school students should 'go international'. For this purpose, since the companies, as one of the stakeholders, expect the students to communicate in English well, he recommended that the teaching of English in vocational school needs to be improved in order that the students enable to communicate in English well.

In accordance with Priowirjanto, when welcoming pilot project participants for the development of English language teaching at PPPG SMU in Sawangan Depok, Sidi, the Director General of Primary and Secondary Education at the time, mentioned that the students of vocational school should learn to communicate in English well

because English can develop their education and open the window of the world. It means that by having good communicative competence, the students can go to any places in the world and apply for a job in any countries as they wish. Soejoto, the chairperson of Jakarta Development for Language Teachers at the time, also said the same thing, that besides as a tool to open the window of the world, English is a needed skill for good jobs (available [on line] at http://www.depdiknas.go.id/publikasi/masadepan/I_XVIII_2001/bahasa_inggris-1-thXVIII-2001.htm)

In relation to the importance of communication skills in English, more and more companies and institutions require TOEIC score as one of the requirements for their applicants. In facing this situation Priowirjanto suggested the students of vocational school to take the TOEIC test to measure their communication skills in English. He believed that one of the aspects which determines the success of English language teaching in vocational school is the students' TOEIC score. By taking the TOEIC test, the students will get TOEIC certificate admitted by outstanding industrial and work fields. This situation, inevitably, makes the teaching of English in secondary vocational school different from the teaching of English in general public schools.

However, in a workshop for vocational teachers on 14th July 2004, Murdoyo, speaking on behalf of Directorate of Secondary Vocational School, mentioned that secondary vocational school was still facing some serious problems: first, lack of relevance and low quality; second, lack of access to secondary vocational provisions; and third, inefficiency of educational management. The problems related to all aspects such as school subjects, the quality of teachers and students, and the teaching materials. Since this study only focuses on the teaching of English, the researcher only emphasizes on problems related to the teaching of English that covers the materials and the teaching methods.

To overcome the problems mentioned by Murdoyo, in 2004, the Directorate of Secondary Vocational Education launched three programs as follows: first, improving

the relevance and quality of secondary vocational education; second, improving access to secondary vocational education service and provisions; and third, improving education management efficiency. (available [on line] at http://sekolahindonesia.nl/pelatihan_guru.pdf). From the three problems mentioned by Murdoyo, the researcher only focused on one problem that is lack of relevance and low quality. In line with this study, she assumed that lack of relevance might relate to the materials the students learned in relation to their discipline/study program and their future career. While low quality might relate to students' capacity of English, such as the low TOEIC score they achieved and the disability to communicate in English well.

It is believed that it is important to; first, explore English teaching materials that are relevant for the students' discipline/study program and their future career, and second, to improve their communicative competence in English. The researcher further thought that relevance can be found through needs analysis process. The researcher learned that one of the ways to do need analysis is by knowing stakeholders' expectations towards the teaching of English. Therefore, she decided to conduct research that focuses on the teaching of English in relation to stakeholders' expectations.

1.3 Research Questions

The study attempted to address the following questions:

- What are stakeholders' expectations towards the teaching of English at Tours and Travel study program?
- How is the relevance of the textbook with stakeholders' expectations?
- How do teachers enhance the materials in the textbook to meet stakeholders' expectations?

1.4 Purpose of the Study

This study was conducted to investigate stakeholders' (the students, the teachers, and the supervisor) expectations towards the teaching of English at Tours and Travel study program, to investigate the relevance of the materials in the textbook with stakeholders' expectations, and to find out how the teachers enhance the materials in the textbook to meet stakeholders' expectations.

1.5 Significance of the Study

This study is significant in that it will provide a description of stakeholders' expectations towards the teaching of English at Tours and Travel study program. The expectations are categorized into teaching materials and teaching method. This study also provides a description of the materials in the textbook used by Tours and Travel study program in relevance with stakeholders' expectations; and how the teachers enhance the materials in the textbook to meet stakeholders' expectations. By knowing stakeholders' expectations, it is expected that English teachers, teaching at Tours and Travel study program, and textbook writers enable to develop materials which meet the stakeholders' expectations.

1.6 Scope of the Study

This study was limited to the investigation of stakeholders' expectations towards the teaching of English at Tours and Travel study program at one secondary vocational school in Bogor. The exploration of stakeholders' expectations is only limited to teaching materials and teaching method. The result of this study is expected to give a contribution to the improvement of the teaching of English at Tours and Travel study program at the research site, and at other Tours and Travel study program in other vocational schools in general.

1.7 Clarification of the Technical Terms

There were two key words used in this study: 'stakeholders' and 'expectations'. Stakeholders are a person or a group of persons with a right comment on, and have input into, the curriculum process offered in school (Connely and Cladinin in Richards' 2001). However, the term 'stakeholders' in this study refers to the students of Tours and Travel study program; English teachers, teaching at Tours and Travel study program; and the supervisor, supervising the students of Tours and Travel study program who did their "on the job training" program at Bogor Botanical garden. Meanwhile, 'expectations' are needs, wants, desires, demands, motivations, lacks, constraints, and requirements (Brindley in Richards, 2001), but the term 'expectations' used in this study refers only to students' need.

1.8 Organization of the Paper

This thesis is divided into five chapters. Chapter one gives general description of the introduction to the topic of the research, i.e. by presenting the background of the study and research questions. The theories that support the study are presented in chapter two. The theory of English for Specific Purposes (ESP) proposed by Hutchinson and Waters, especially the theory of 'needs analysis', primarily supports this study. Other theories about characteristics of ESP, types of ESP and stakeholders are also presented to in chapter two to support the study. Chapter three discusses research methodology, which gives description about where the study is conducted, who the participants are, how the study is designed, how the data is collected and how the data is analyzed. In chapter four the researcher presents data presentation and data analysis result. This thesis is concluded in chapter five, in which she presents the conclusions and suggestions.

1.9 Closing Remarks

This chapter has presented the introduction of the whole study, which includes research aims, data collection and data analysis. The following chapter will present the theoretical foundation that frames the study.

