

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

English for Specific Purpose (ESP) is generally defined as language teaching that is linked to a particular discipline. Generally, ESP is used to assist language learners in dealing with language features or establishing the competences required to perform in a subject, career, or job where the learners desire to master English (Agustina, 2014, 41). ESP's engagement in the process of adopting English language learning in vocational high schools plays a significant role in its implementation. In accordance with the goal of English for vocational school is to help students' preparation for professional life where English serves as a medium of communication. Hamida et al. (2008) added that if college graduates have good English skills, it will be easier for them to get jobs either in the country or other countries. However, if they do not have enough skills and knowledge in accordance with their major and English skills, they will not be able to deal with the thousands of foreign workers in the country.

In fact, SMK Muhammadiyah 2 Ajibarang provides a course of English for specific purposes, particularly English for Vocational School, which is given for Engineering study programs, namely: Machine Engineering, Motorcycle Business Engineering, and Automotive and Vehicle Engineering. While engineering students' English competence differs from general English or even other ESP branches such as tourism, economics, law, and so on, English for Engineering is used in a workplace and engineering context. Many foreign phrases linked to mechanical and automotive engineering disciplines were presented in practical classes, which required students to learn about certain occupational information and improve their skills. In line with the finding of Le (2015), mechanical

engineering students should be knowledgeable about various types of writing assignments, such as technical reports and email communication; speaking abilities, such as technical dialogues (safety talks, drawing presentations, and proposal presentations); and real-world English-use situations (group meetings, morning meetings, and construction sites). Besides that, students should be able to interpret and comprehend a variety of foreign English dialects in which they are exposed to modern technology, foreign managers, supervisors, foreign customers, and suppliers from different countries. As a result, English teachers at Engineering Vocational High School should focus on developing materials that meet their needs in order to support learning while also preparing students for careers.

Teaching materials are one of several things that underline the teaching and learning process in achieving learning objectives. According to Etfita and Wahyuni (2020), using improper materials may discourage students from improving their communication abilities, especially if English is the target language in their line of work. In terms of teaching materials for vocational high schools, the materials might be designed by combining educational curricula in schools with industrial cultures in order to fulfil students' needs as well as curriculum and DUDI needs. The Directorate General's revitalization of SMK demonstrates the implementation of learning-oriented strengthening competency as needed in the workplace, as well as proper character development of Pancasila ideals. According to Ika Lestari (2013, p. 2), the following features of teaching materials exist: (1) self-instructional teaching materials could help students teach themselves while using traditional teaching materials. As a result, the teaching materials must have a defined goal and learning resources packed into more specialised units or activities. Self-contained teaching materials are comprised of content from a single unit of competency or sub-competence studied as part of a larger curriculum. (3) The generated teaching materials are not reliant on and should not be used in conjunction with other teaching resources, which is a stand-

alone material characteristic. (4) Adaptive materials, such as teaching materials, should have a high adaptability to scientific and technological growth. (5) Material qualities that are user-friendly for each instruction Among the characteristics, the English materials from the tenth grade of the Mechanical Engineering Vocational Programme at SMK Muhammadiyah 2 Ajibarang have almost filled the students' needs, though the textbook hasn't been published yet. The study of Batsila (2016) directly addresses the lack of authenticity in vocational English textbooks.

Authentic sources provide certain content related to the subject's learning needs, and it contributes to the existing communication in the teaching and learning process. Wilfred (2010) found that students' interests and language abilities can be boosted by using authentic teaching materials. In addition, authentic materials can also be ways for students to realise the use of language (Tomlison, 2013). Hence, it can encourage the students to have better written and spoken communication skills. Mishan stated that "authentic sources, in turn, tend to stimulate learners to further independent discovery and learning." In other words, the policy of the Directorate of Vocational Education required teachers to develop their materials in accordance with the competence of industrial need, which was followed by a suitable model in the teaching and learning process. The proper learning model is considered to have a significant impact on students' learning results. According to Rintala & Nokelainen (2019), the form of vocational schools has a less positive impact than apprenticeship education; thus, proper models are needed to guarantee that vocational education in schools runs smoothly and develops students' skills. whereas the goal of vocational schools is to develop the potential of mature and ready-to-work human resources.

Discovery learning is a learning model that encourages students to develop their own learning through certain situations as a result of their experience. Bicknell-Holmes and Hoffman (2000) described the character of discovery learning as follows: 1) exploration and problem-solving activities to create, integrate, and

generalise knowledge; 2) student-driven, attention-getting activities in which the student gets to decide the sequence and frequency; and 3) activities to encourage the integration of new knowledge into the learner's existing knowledge base. The use of this learning model is in accordance with current conditions, which require the learning process to be completed online as a result of the pandemic. This presence can also be seen in the learning process at SMK Muhammadiyah 2 Ajibarang, which utilises a discovery learning model in conjunction with a blended learning model. The most common description of blended learning is a combination of in-person and online learning (Mohamed-Amin et al., 2014; Liu et al., 2016; Han & Ellis, 2019). Because of the adaptability of the implementation of this model, it is compatible with a wide range of educational system models.

Relating to the explanation above, the researcher is interested in choosing this study for some reasons as follows: The teaching materials used do not meet the industry's competency requirements while the policy development of the Directorate of Vocational also required both SMK PK and other vocational schools and teachers to create new modules related to industry field; 2) to develop English teaching materials that can be used to enhance the teaching and learning process; 3) The use of dsiccovery learning and blendid learning supports the students to have critical thinking and become autonomous learners; 4) the materials developed and designed by using need analysis so that the requirement competences are grasped.

## **1.2 Limitation of Problems**

Based on the background, this research focused on developing English learning for Machine Engineering programmes in the form of a module textbook. The module is used for the second semester of tenth grade in the Vocational School of Muhammadiyah 2 Ajibarang. In accordance with the implementation teaching and learning model that is used at SMK Muhammadiyah 2 Ajibarang for tenth grade, is

discovery learning. Discovery learning is a type of learning model in which students are required to be autonomous and creative learners by inquiring into the learning in their own way. To meet these needs, authentic learning resources are required because not all sources are appropriate for the students' needs. Indeed, the English module at SMK Muhammadiyah 2 Ajibarang is not enough for the students, which means the students' needs for each vocation programme are different. Therefore, the goal of this research is to provide students with the right media by using a discovery learning model. In keeping with that, the students have made considerable progress in adjusting to the new environment and materials this semester so they can give evaluations. Additionally, due to the time constraints, this research was carried out in even semesters.

### **1.3 Research Questions**

Based on the background of the study outlined above, the problems of this research are as follows:

1. What language skills and materials are needed by the students of machine engineering in Vocational High School?
2. How is the English material developed using Discover Learning for machine engineering students in Muhammadiyah 2 Ajibarang Vocational School ?
3. How is the expert validity toward ESP material?

### **1.4 Objectives of the Research**

The objective of the study are:

1. to obtain ESP material needs for machine engineering students

2. to develop ESP materials using discovery learning
3. to find out the validity of the developed material based on expert judgment

### **1.5 Contribution of the Research**

This research is expected to give contribution to:

a. Teachers

The teacher can utilize the materials as the main or additional source in teaching English for Vocational School.

b. Students

This research provide appropriate materials in order that the students can exhume the content which is appropriate with the needs.

c. Other researchers

The researcher hopes that this study can inspire other researchers to conduct further research related to the development modul of ESP particularly Vocational School.