

CHAPTER I

INTRODUCTION

This chapter presented the background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation of the research, definition of key terms, and organization of the research.

A. Background of The Research

Language was known as a means of communication that has an important role in human life. Generally, language was a form of communication that people commonly used to communicate each other. As a form of communication, languages were used to convey the idea, thought, feeling, and giving certain information. In other words, we could be said that language as a tool to convey something that people want to convey. As Patel and Praven (2008:27) defined that language is medium through which are one can express his ideas, thought, feeling and message.

There are many languages in the world. Every country has its own language which were might be different each other. It being difficult to people from various country when they are gather in one place. The problem may arise when they want to communicate each other. It caused by the dissimilarity of language that they used to communicate. To overcome this problem were needed universal language. In this case, English was an

international language that has been used by million people in many aspects of live, such as in science, technology, and communication.

In Indonesia, English was known as a foreign language. Thus, it was been important for us to learn English. Considering the importance of English, students were studied English start from lower school level up to advance level. In education context, people were learnt English in order to understand the literature and to enrich their communication.

English language learner or in this term was second language learner were derived from various ages. The children or adult learner, they might be studied English formally in school, college, or picking up from playground or work place. They might be learnt English in various purposes such as access the economic development and public speaking purposes. Indeed, in the first part of the 21th century, the target of language is highly likely to English; a recent estimate suggest that while around 375 million people speak English as their first language, another billion using it as a second language, or learning to do so, said Grandol (Mitchel and Myles, 1998:23).

Education has an important role in human life. Actually, education has been a useful way to make the people known what they did not know before and understood what they did not understand before. In school level, educations were focused on the effort to increase and develop the human knowledge rather than the skill. Start from kindergarten up to senior high school this tendency was evident. However, we would be found the difference case in vocational school. Actually, the vocational schools were stated in the

same level with senior high school in common. In vocational school, the educational activities were focused on the effort to increase and develop both students' knowledge and skill too. We could be seen this tendency from the existing department of study that offering in the vocational school. How to be the skillful human were more important to reach than just be the smart human theoretically. The tendency were affected to the most of material that teach in this school, those included English. In this case, English were adapted from certain field depend on the student need to study.

Nowday, there were many vocational school that has a corporation with foreign company. Those countries were Malaysia, Singapore, Japan, Australia, etc. Of course, the students of the vocational school should be studied the material related to their program and related to target of language. English as an international language were needed to help them to communicate with someone else that has different used of language.

During the process of study, a vocational school has an authority to delegate some representative students to working practice at another country that have cooperating with them. As we know, the different countries were tended to use their own language that may be different to our language. To face the problem of communication, the students should be able to communicate in English to avoid a misunderstanding in communication. Of course the language proficiency were concerned beside the skill and performance related to their program of study. In order to mastery English, an English teacher has to prepare the student to be able to communicate in

English well. In the real field, a one should not be mastering all skill of English skill, but they were limited on how to communicate well and fulfill the job need in term of language. Thus, the English teacher should be known the student language needs in the real field according to skill that they learn in their department at vocational school.

SMKN 2 Trenggalek is one of the vocational school in Trenggalek. It has seven departments and two of them were have a corporation with foreign company, they were culinary and pastry department. The pastry department in SMKN 2 Trenggalek was the only one pastry department among the all of vocational school in Trenggalek at present. In other word, we could not be find another pastry department in other vocational school in Trenggalek be sides in SMKN 2 Trenggalek. The country that has a corporation with SMKN 2 Trenggalek is Malaysia. The corporations would be employed some selected students in their company. English mastery is one of the most needed skills that supposed to be accomplished by the students to support the main program. The reason that English was an International language and also it was used as a main language that in Malaysia.

Culinary and pastry department were two kinds of departments that allowed the student to study in SMKN 2 Trenggalek. Actually, pastry and culinary department were seemed to study the similar skill. But, those two program were aimed to bring up the student in the field of food processing. Nevertheless, pastry department was a branch of culinary department. Culinary department was a department that prepares to bring up the students in

the field of food and drink in terms of products and services. Culinary department was preferred to focus on the processing of food and drink in the hotel and restaurant. Culinary department was aimed to produce a professional chef in the culinary field, while pastry was a branch of culinary department. The difference of pastry department was focused on how to make bread or cake both traditional and modern one. In particular, the graduation of pastry department might be worked in restaurant or hotels to apply their skill related to pastry. In addition, with the ability, experience and the opportunities, a graduation of the pastry department might be made an industry related with cake or bread. Therefore, it was quite clear about the different between culinary department and pastry department.

Looking at what the students' learning about, the English teacher should be taught the student according to their need related to the program that has been selected. The major problem that usually faced by the English teacher in vocational school were provided and presented the suitable material for the student to support the skill that have been learn in the department. The further problem was the limitation of textbook. To face this situation, the teachers should be more creative and innovative. In this case, perceive the students' need in learning English has an important role to help the teacher to identify the student need related to the skill that has been learn. Need analysis become the first effort of identifying the students need in learning English. In this case, the process of perception was aimed to know the student need in learning English in order to support the skill that they learnt and to know what

the teacher should be provided to present it. As we know, the people in perceive something may different each other. The reason that the perception was influenced by many factors, such as situation, knowledge, familiarity, etc. Even though perception come in abstract form, but it has the important role in determine the people attitude in face something.

Through this thesis, researcher was tried to describe the English teacher of pastry department in SMKN 2 Trenggalek in perceiving their student need related to the theory of English for Specific Purpose (ESP) and find out the important of this perception in formulate the teacher teaching strategy to support the effort of increasing and developing the students' skill.

Based on some facts that have been described above, the researcher was interested to conduct the research in SMKN 2 Trenggalek by the title "Teacher's Perception on The Student Needs in Learning English and Its Impact to The Teaching Strategies at Pastry Student of SMKN 2 Trenggalek".

B. Statement of Research Problem

Based on the backgrounds that have been explained in the background of the research, the research problems of the research were formulated as follows:

1. How does the teacher perceive the students' target need at pastry student of SMKN 2 Trenggalek?
2. How does the teacher perceive the students' learning need at pastry student of SMKN 2 Trenggalek?

3. How does the impact the perception of student need towards the teaching strategies at pastry student of SMKN 2 Trenggalek?

C. The Objective of The Research

Based on the research problems that have been mentioned in the statement of research problem, the objectives of the research were formulated as follows:

1. To know the teacher's perception on the target need at pastry student of SMKN 2 Trenggalek.
2. To know the teacher perception on the learning need at pastry student of SMKN 2 Trenggalek.
3. To know the impact of this perception toward the teachers' teaching strategies at pastry student of SMKN 2 Trenggalek.

D. Significance of The Research

The researcher hopes that the result of the research would be provided the contribution to develop the theory of teaching and learning English as a second language or foreign language learning. Moreover, the researcher hopes that this research would be provided contribution to:

1. The English teacher

The result of this research could be used to the teacher's self-reflection in the teaching strategy that has been use in the teaching and learning process. Moreover, through this research teacher would be enrich the knowledge on the process of perceive something especially in term of perceive the vocational student need to determine the most suitable

teaching strategy based on the target need. The result was aimed to know the teaching strategies that they used up till now that were considered to the student need or not. Hopefully, it could be used to help them to determine the most suitable teaching strategy in the future through the process of perceive the students' need in learning English.

2. The ESP student

The result of this research could be used to know the need of ESP student, especially for pastry department student. The purpose was to know what their target situation to determine the target need and learning need.

3. The future researcher

The result of this research could be used as a reference for another researcher when they were conducted the further research related to the teacher perception on the student need and its impact to the teaching strategies. They might be took some information for their research or looking for the lack and modified through conducting further research.

E. Scope and Limitation of the Research

To conduct the research, the researcher would be made clear about the scope of this research. The research was aimed to find out the English teacher of SMKN 2 Trenggalek in perceive pastry students' need in learning English and the impact of those perception to the teaching strategies. The teaching strategy that researcher want to find out through this research was came out of the English teacher perception on pastry student need which has written in

lesson plan and the result of interview. The information were collected from the first and second grade English teacher only, because it would be focused on what the student need in learning English depend on its department. The informant was the English teacher that teach in first and second grade of pastry student in SMKN 2 Trenggalek only because in the third grade the teaching and learning process were focused on final examination rather that to fulfil the need.

After determine the scope of the research, it was important to make clear about the limitation of this research. Actually, pastry department of SMKN 2 Trenggalek was the only one pastry department among the vocational school in Trenggalek. It has been something new in Trenggalek. SMKN 2 Trenggalek itself was had six English teachers. However, there was only one teacher that taught in all of pastry department classes. Thus, this research about “Teacher Perception on Students Need and Its Impact to The Teaching Strategies” conducted with one teacher only. This study was conducted just before the examination and coincided with the workshop agenda followed the teacher, so research should be finishes around three weeks.

F. Definition of Key Term

In this part, there were some explanations from the title mentioned in the previous items. The title of the research is “Teacher’s Perception on The Students Need and Its Impact to The Teaching Strategies at Pastry Student of SMKN 2 Trenggalek”.

The definitions of key term were as followed:

1. Perception

Teacher perception on student language learning need here was the process on the English teacher in SMKN 2 Trenggalek in perceiving their pastry department student need in term of learning English. This perception is a process in understanding the data in form the student related to their need catched by the teacher sense and it affected of certain factor in conclude and interpret the message and information about the student need.

2. Student Need

English language learning in vocational school were little bit different with in high school in common. The differentiates were stated on the existing of student need. Actually, the student of vocational school were studied not only knowledge related to certain theory but also certain skill to. According to theory of English for Specific Purpose (ESP), student need were devided into two terms, they are target need and learning need. In this research, the researcher want to find out the needs of Pastry student in SMKN 2 Trenggalek.

- a. Target Need

Target needs were deal with the need of pastry student at SMKN 2 Trenggalek in learning English related to the target situation that they might be faced in the real field. Target needs itself were devided into three terms, they are necessities, lacks, and wants.

1) Necessities

Necessities were the language that needs to learn by the student related to the target situation of pastry student in SMKN 2 Trenggalek. Therefore, in teaching and learning English, the teacher has considered the student needs in learning English related to their target situation.

2) Lacks

Lacks were the gap of the necessities compared to the student prior knowledge. To know the lacks of pastry student in SMKN 2 Trenggalek , the teacher has knew the students' prior knowledge and their necessities. The lacks were the gap of those two terms.

3) Wants

Wants were deal with the necessities of pastry student of SMKN 2 Trenggalek according to their point of view. In this case, the wants deal with the language needed of pastry student derived from the target situation according to the student desire.

b. Learning Need

Learning needs were the knowledge and abilities needed by the the pastry student of SMKN 2 Trenggalek need in order to perform the require degree of competence in the target situation. To understand what meant by learning need, the teacher has to more closely on some information. The main information that teacher should be known were:

- 1) The students' reason or background in learning English
 - 2) The student way in learning English
 - 3) The available resource of material
 - 4) The background of learner
 - 5) The situation of teaching and learning process will take place
 - 6) The time allocation to learning English
3. Teaching strategy

Teaching strategy is a plan, of organizing lesson content, lesson delivery, and management of teaching and learning activities to achieve the learning objectives. In this case, the teacher have to consider the learner need related to the department of study and what kind of strategy that suitable to teach those material in Pastry Department.

G. Organization

This research consists of six chapters and for each chapter consists of several sub-chapter.

The *first* chapter is the introduction which consists of description of the background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms, and organization of the study.

The *second* chapter presents review of related literature and the previous study. The review of related literature consist of perception, learning need, and target strategy.

The *third* chapter presents the method of the study that consist of research design, data and data sources, technique of data collection, and technique of data verification, and data analysis.

The *fourth* chapter presents the research finding that consists of data presentation and the finding of research.

The *fifth* chapter presents the discussion that consists of presenting the novel idea from the research.

The *sixth* chapter presents the conclusion and suggestion that consists of the formulation of the conclusion and sugestion from the research.