

**AN ANALYSIS OF ENGLISH TEACHING MATERIALS
USED AT SMK N 6 PADANG**

THESIS

**Submitted As Partial Fulfillment of the Requirement
for Strata One (S1) Degree**



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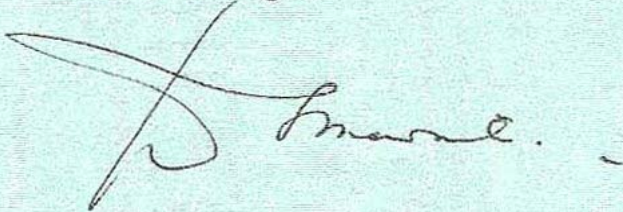
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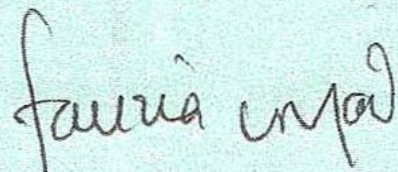
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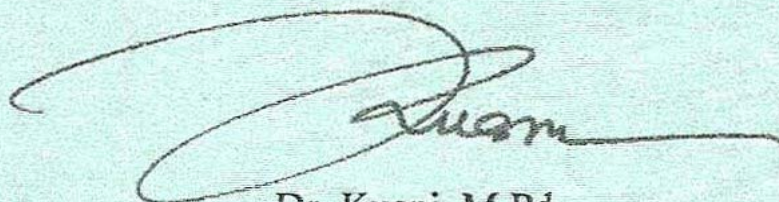
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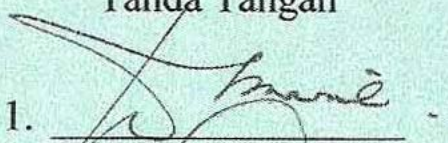
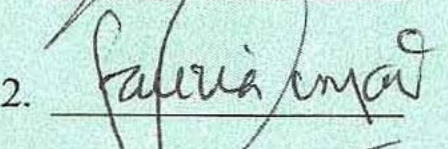
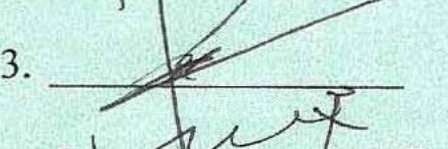
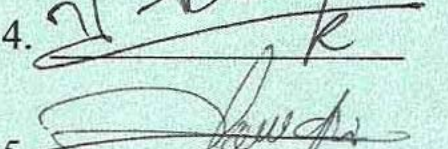
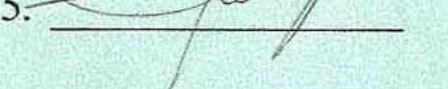
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ABSTRAK

Rika Febrianti. 2011. An Analysis of English Teaching Materials Used at SMK N 6 Padang

Tujuan dari penelitian adalah menganalisa materi ajar di SMK N 6 dalam aspek: 1) relevansi antara tujuan modul dengan Silabus Bahasa Inggris, 2) relevansi isi modul dengan silabus, 3) kesesuaian kebahasaan dalam modul terhadap level siswa, 4) ketersediaan keahlian yang dibutuhkan siswa dalam modul, 5) kesesuaian design modul bagi siswa: ukuran, berat, layout, 6) kesesuaian pengaturan isi modul bagi siswa; kesesuaian dengan topik, menurut basis kompleksitas, ketersediaan latihan dan review, dan 7) relevansi metodologi pengajaran dalam modul terhadap kebutuhan siswa.

Jenis penelitian adalah penelitian deskriptif yaitu menggambarkan dan mengolah data yang didapat berdasarkan keadaan yang sebenarnya atau yang terjadi di lapangan. Penelitian difokuskan pada jurusan Akomodasi Perhotelan di SMK N 6 Padang. Objek penelitian adalah materi ajar yang digunakan guru Bahasa Inggris dalam proses belajar dan mengajar yakni lima buah modul. Instrumen penelitian terdiri dari *checklist format*, pedoman wawancara dan dua orang *expert scorer*.

Hasil penelitian menunjukkan bahwa: 1) tujuan modul sudah relevan dengan silabus yakni kebutuhan kompetensi dalam silabus, 2) masih rendahnya relevansi isi modul dengan silabus, 3) kebahasaan dalam modul sudah sesuai bagi level siswa, 4) masih kurangnya ketersediaan materi keahlian tertentu, yakni keahlian mendengar bagi siswa, 5) design modul yang belum sesuai bagi siswa, 6) terdapatnya masalah dalam pengaturan isi modul: tidak berdasarkan basis kompleksitas, dan 7) adanya relevansi antara metodologi pembelajaran dalam modul dengan kebutuhan siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Many of job seekers in Indonesia graduate from senior high school nowadays. Although they graduated from high school, their demand is equal with who graduated from college or university level. The goal of vocational school (Indonesian term: SMK) in Indonesia is to prepare students to enter the workplace and to develop their professional attitudes (Prayitno, 1998). This is also reinforced by Indonesian Government Regulation No. 19-2005, article 26 verses 3, about the purpose of vocational school of Indonesia, that is:

Tujuan pendidikan menengah kejuruan adalah meningkatkan kecerdasan, pengetahuan, kepribadian, akhlak mulia, serta keterampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut sesuai dengan kejuruannya.

According to this regulation, the purpose of vocational school is to increase intelligence, knowledge, personality, character, and skills in order to live independently and continue further education in accordance with the course. As a result, Indonesian government has begun to improve the quality of vocational schools as a top choice in continuing education after graduating from junior high school. As stated by Joko Susilo, Director of the Ministry of Vocational School Education, a vocational school has more advantages for students. He said that alumnus of vocational students have more options after graduate from school; whether they want to continue their studies, working,

or to be as entrepreneur (Kompas, 2009). Therefore, vocational school students have to be equipped with abilities and skills in accordance with their field of expertise.

Vocational schools prepare students primarily to work in particular field. Then, vocational schools education is developed based on demand driven and to create market-driven (Indonesian Government Regulation no 17 year 2007). Hence, all the aspects of learning in vocational school; lesson plan, teaching materials, media, or else, should be based on the needs and demands of competences related to work in real life. For example, one of the needed competences for vocational school students in English is giving detail information of job, profession, and educational background in oral and written form. This competence is useful for the students in describing their job, such as: the students of tourism vocational school will be able to describe detail information of their job as clerk, receptionist, phone operator, porter, order taker, houseman/housemaid, room attendant, or laundry attendant.

SMK 6 Padang is a tourism vocational school. It has five majors: 1) restaurant, 2) fashion, 3) hair and skin beauty, 4) hotel accommodation, and 5) computer engineering and networking. The school gains ISO 9001:2001 and becomes as ETC (English Testing Centre). This school also has a hotel inside the school area. The function of this hotel is not only to facilitate the learning process but also for commercial purpose. Moreover, in order to increase students' quality, the students are obligated to do apprentice job in Grade XI. These students, including Hotel Accommodation students, have an

opportunity to experience apprentice job abroad that is in Malaysia. Malaysian Hotel Management interviews these students directly in English. Because of the reasons, SMK N 6 is one of favorite vocational schools in Padang.

Based on the description above, SMK 6 Padang must have a good standard quality of school. Because of this reason, SMK 6 Padang was assumed having a good teaching materials quality and could be as specimen of other vocational schools. This school currently develops their own teaching materials called as module, including English subject. However, the fact is contradictory to the condition above. Based on the school data, the total of students who passed the test to work abroad on Semester I, 2010 was 12 of 30 students. Moreover, the result of English Test I (*Ulangan Harian*) on Semester I, 2010 showed that the lowest mark was 32 and the highest one was 69. Then, after having remedial, the lowest mark was 68 and the highest was 74. In addition, the result of English Test on Semester 1, 2009 stated that the lowest mark was 63 and the highest was 83. Then, after having remedial, the lowest mark was 68 and the highest was 85 (see Appendix 1, page 62).

The situation above shows that there were problems in teaching and learning English in this school. The problems might arise from lesson plan, teaching materials, or the process of teaching and learning in the classroom. Teaching materials are one of key components in teaching and learning process. Teachers are demanded to be able to choose or develop good teaching materials for their students. There is still no research conducted in

analysis of teaching materials in this school. Therefore, this research was conducted as “An Analysis of English Teaching Materials Used at SMK N 6 Padang”.

B. Identification of the Problem

As explained above, the process of teaching and learning English this school still faced problems. Selecting materials for learning is a kind of process that should relate with some factors, for example, the course, the needed competences stated in syllabus, and the use of language. However, the materials were assumed not suitable for the students. For instance, the topic of bargaining was given for Hotel Accommodation students.

In addition, the materials in vocational school were assumed less focusing on the practice of the language itself. For example, most of future jobs of Hotel Accommodation students deal with conversation: how to interact with guest. Therefore, the materials should be focused on speaking. Unfortunately, the materials were assumed less in this skill.

C. Limitation of the Problem

In accordance with the explanations above, this research was focused on the analysis how relevant was the English teaching materials used at SMK N 6 Padang to English Syllabus in Hotel Accommodation program because Hotel Accommodation program is the top course in this school.

D. Formulation of the Problem

The problem of the research was formulated as follows;

“Were English teaching materials used at SMK N 6 Padang relevant with English syllabus?”

E. Research Questions

The research questions are formulated as follow:

1. Are the aims of the modules relevant with English Syllabus?
2. Are the contents of modules relevant with the syllabus?
3. Is the language content of the modules relevant for the students' level?
4. Are the skills in the modules relevant for the students?
5. Is the design of the modules relevant for the students?
6. Is the organization of modules relevant for the students?
7. Is the methodology in the modules relevant for the students?

F. Purpose of the Study

The purpose of this research is to analyze:

1. The relevancy of modules' aims with English syllabus
2. The relevancy of modules' content with the syllabus
3. The relevancy of language content with students' level
4. The relevancy of skills in the modules for the students
5. The relevancy of modules' design for the students
6. The relevancy of modules' organization for the students

7. The relevancy of modules methodology for the students

G. Significance of the Study

The research is done in order to give significant contribution to the development of good modules in vocational schools in accordance with standard quality. The findings of the research will contribute to the vocational schools in expand the modules relates English syllabus and the components (aims, contents, language content, skills, design, organization and methodology) when they develop their own modules.

H. Definition of Key Term

Teaching materials: the written or mediated information used by teachers and students to achieve learning objectives.

English syllabus : description of English subject that will be used in planning a language course and provides the basis for its instructional focus and content