

CHAPTER I

INTRODUCTION

This chapter sets the stage for the research by providing a comprehensive overview of the study. It outlines the background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objective of the study, product specification, significant of the study, and operational definition. By the end of this chapter, the reader will have a clear understanding of the rationale and scope of the study.

A. Background of the Study

English is one of the most important languages to learn. As stated by Ilyosovna (2020), English is recognized as the official language in 67 countries and serves as a second language in 27 additional countries, making it the most widely spoken language globally. As an international and universal language, English can unite all people in the world through verbal and non-verbal communication. Furthermore, English is frequently utilized in professional environments. Therefore, it is important for people to learn English.

In Indonesia, English subject is included into the curriculum and is one of the mandatory subjects taught in schools, from elementary to high school levels. English is intended to be a competency that students can leverage as they step into their future careers. However, English is rarely used in daily life in Indonesia. Besides being a foreign language, the English taught in schools often does not align with everyday contexts or practical needs. As a result, when faced with situations that require the use of English, many Indonesians tend to struggle. To address this issue, it is crucial to learn English that is contextually relevant and customized to specific needs, especially when entering the professional world.

One of the educational levels that is closely related to the professional world is vocational high school. According to Nuryanto & Eryandi (2019), Vocational High School is an educational institutions focused on producing graduates with mid-level qualifications. Vocational high schools offer a variety of programs, one of which is Office Administration. Proficiency in English is a critical skill to be mastered because of the board scope of office administration. This competency is essential as it enables students to effectively communicate and perform tasks that are often required in the global business environment.

Vocational high school have a learning objective framework for the office administration program that encompasses various learning goals. At SMK Negeri 1 Tanah Grogot, the Office Administration program includes 52 Learning Objectives or Alur Tujuan Pembelajaran in Phase F. Phase F is a phase focused on strengthening and cultivating students' professionalism and pride in office management expertise through understanding and applying administration according to the demands and needs of the office management field in the workplace (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024). Within Phase F, several learning objectives are related to English language skills. One of the key objectives is the ability to draft business correspondence in English. This competency is crucial due to the extensive scope of administration in global professional landscape. Mastering English skills ensures that students are well-prepared to meet the demands of international business communication and thrive in a competitive job market.

SMK Negeri 1 Tanah Grogot recognizes the importance of equipping students with the necessary competencies for their future careers. Within the curriculum implemented at SMK Negeri 1, the school organizes the subjects into two alternating weeks, known as Week A (Pekan A) and Week B (Pekan B). These weeks are scheduled by turns, where Week A is conducted during the first and third weeks, and Week B during the second and fourth weeks of each month. Week A encompasses general subjects such as Mathematics, Bahasa Indonesia, English, and others. In

contrast, Week B is dedicated to vocational subjects based on the program the students took. This weekly alternation aims to enhance the focus the learning process, allowing students to immerse themselves in each subject's theory and competencies without the interruption caused by the end of class session.

Nevertheless, in practice, students encounter challenges when learning English. Tracing the issue back, it becomes evident that the English taught is often not aligned with or relevant to their specific fields of study. Consequently, when students attempt to apply their English skills in the context of Office Administration, they frequently struggle with contextual appropriateness, especially in written communication. The researcher found that the main problem that students faced in learning during the observation and interview is lack of interest in reading among the students according to the teacher. According to Mahmur, et al (2020), there is a significant influence of both reading interest and writing ability. Moreover, students' interest in and understanding of English tend to be low, making it difficult for them when they have to write letters in English. Therefore, it is crucial for students to learn English that is specifically costumed to the needs of business administration.

Additionally, teachers as a facilitator and a crucial role in the learning process, also face significant challenges. One major obstacle is the teacher who teach vocational subject is still struggling with English mastery. This is because the teacher is come from Office Administration department and only focus on vocational subjects. When teaching topics related to English, the teacher tends to use Indonesian in the class. This deficiency not only affects the content that can be delivered but also influences the effectiveness of how it is communicated. It is essential to employ authentic materials that are both relevant to the field and aligned with the needs of the students. At SMK Negeri 1 Tanah Grogot, the module that made for the student is rarely used by the teacher. Also, the module is too simple and only provide raw material. Therefore, it is important for the teacher to develops an authentic material that can facilitate students' learning experience based on their needs.

Creating a module that aligns with the students' needs is a way to solve these problems. Unlike the general English typically taught in schools, the English that Office Administration students must master is specifically related to their field and the subjects they study. For example, the English used in the Office Administration field would be challenging to apply in the engineering field, and vice versa. According to Fatimah & Purbasari (2019), teaching and learning English should be explained based on the individual needs and abilities of each student. In educational contexts, this concept is known as English for Specific Purposes (ESP). ESP is often applied with the aim of ensuring that English language instruction is directly relevant and beneficial to the students' specific career paths and academic requirements. To create an appropriate module, a needs analysis is required. By using this approach, a module that meets the learners' needs can be developed.

The primary focus of this research is to develop a module for English correspondence, a component of the learning objectives at SMK Negeri 1 Tanah Grogot. This module aims to enhance students' vocabulary and writing skills in business correspondence in English. Through various procedures, the module is designed to provide authentic learning materials that meet the specific needs of students in the classroom.

Based on this background, the research will address the development of a module customized to the needs of students at SMK Negeri 1 Tanah Grogot, titled "Development of English Correspondence Module for Office Administration Students."

B. Identification of the Problem

Based on the background problem above, the identified problems are :

1. The students' English proficiency at SMK Negeri 1 tends to be low.

2. The materials used to teach English Correspondence at SMK Negeri 1 are still basic.
3. Students are not yet accustomed to writing letters in English independently and have a limited understanding of English language contexts.

C. Delimitation of the Problem

Due to the time constraints and limited access to the literature, the researcher concentrated on developing an English Correspondence learning material in form of digital textbook. The digital module is specifically designed for for twelveth grade students of Office Administration Department at SMK Negeri 1 Tanah Grogot.

D. Formulation of the Problem

Based on the background, identification of problems, and delimitation of the problem above, the formulation of the problem are :

1. What are the needs of the students of Office Administration Department at SMK Negeri 1 Tanah Grogot in learning English Correspondence?
2. How is the design of English Correspondence module for students of Office Administration Department at SMK Negeri 1 Tanah Grogot?
3. How is the students' judgement of the English Correspondence module for students of Office Administration Department at SMK Negeri 1 Tanah Grogot?

E. Objectives of the Study

The objectives of this study based on the formulation of the problems are :

1. To find out the needs of the students of Office Administration Department at SMK Negeri 1 Tanah Grogot in learning English Correspondence

2. To design an English Correspondence module for students of Office Administration Department at SMK Negeri 1 Tanah Grogot
3. To describe the students' judgment of the English Correspondence module for students of Office Administration Department at SMK Negeri 1 Tanah Grogot

F. Product Specification

The use of technology represents significant progress in the field of education. Technological advancements can simplify the learning process for both teachers and students. All types of learning materials and processes can now be accessed through technology. One commonly used product is the electronic module, or E-module. According to Cahyanto & Afifulloh (2020), an E-module is a self-contained instructional material systematically organized into learning units to achieve specific learning objectives, presented in electronic form. English Correspondence Module is designed as an E-module to support students' learning processes and help them adapt to technology.

G. Significances of the Study

The result of this study is expected to have theoretical and practical significances, namely:

1. Theoretical Significance

The result of this study was expected to provide an English Correspondence module for Office Administration Department Students of SMK Negeri 1 Tanah Grogot.

2. Practical Significance

1. Students

This study will help students to learn English Correspondence that relevant to their study field based on the students' need analysis.

2. Teacher

This study will help teacher to provide an option of learning material that can be used in the class.

3. Future researcher.

This study will help the future researcher as a reference to conduct a study related to English for Specific Purposes and media development.

H. Operational Definition

There are 3 important terms in this research, namely:

1. Development

Development refers to the act of creating, designing, and processing a product. The development includes the following steps : analysis, design, development, implementation, evaluation. The aim of the development is to create a module for the students.

2. Correspondence

In communication context, correspondence is an exchange of letters, emails, or other forms of written form between people or organization to maintain a communication, relationship, and other purposes.

3. Module

Module is a structured sequence of learning activities designed to facilitate learners achieve particular objectives based on individual differences, interest, and learning capabilities.