

CHAPTER I INTRODUCTION

A. The Background of Study

English is an international language spoken in many countries both as a native and as a second or foreign language. Nowadays English has been taught in school as a subject, especially in Indonesia. English is important to be practiced in teaching to the students in school. English can be improved with reading a lot of information from some sources. English in Indonesia is generally taught as foreign language. Foreign language is different from second language in teaching subject. Foreign language is a language that is not used as a tool to communicate in a country where the language taught. Meanwhile second language is a language that is not the primary language but becomes one of language that used generally in a country. Foreign language is usually taught as one of the subject in school that aims to master these four skills: listening, reading, writing, and speaking. These four skills are taught in teaching learning process.

Not only students in general school, students in vocational school also learn those skills. All those skills are related one each other. If there is someone speaks there is someone listens and if there is someone reads there is someone writes, so these four skills are a united activity in teaching language. Reading is one of very important skills and students are expected to master it. Reading skill plays an important role in English learning process, especially when students have to deal with National examination which includes reading and writing skills (Herlina, 2012). Reading skill is needed to achieve the ability to understand the

English text. It is difficult because it needs the comprehension to understand the text. But some facts show that many students do not master reading skill which they have in teaching learning process, such as, many students know how to read, but do not understand what they read and what information to look for in the text (Riskiawan, 2014), and students are too lazy to comprehend a text through a reading activity (Septiani, 2014). A long text or passage makes them so bored to read, furthermore, the topic is not interesting for them, the text has too complex grammar, and it is not related to their environment and their needs.

Actually, there are some factors that influencing this failure of reading in teaching learning process such as: inappropriate teaching materials, inappropriate teaching methods, students' low motivation, etc. In teaching learning process, teaching materials has an important role. Teaching materials are also the shape of service of education to the students. Individual services occur through the use of teaching material. The students will face materials which are documented and dealt with consistent materials (Zulkarnaini in Budiantari, 2013). Teaching materials aim to transfer the message of the knowledge and the gist of teaching learning process. Teaching materials are all things which are included in the content of curriculum and student should be able to achieve the skills based on base competence and standard competence in each subject. Of all language materials, the textbook is the key reference materials in the teaching/learning process (Maroko, 2013). It shows that the textbook or the reading text materials have to be appropriate for the students.

English for specific purposes (ESP) is English language teaching that is designed to meet the specific needs of a learner. It shows that the students really need to learn ESP to focus and master a skill based on their needs (Strevens in Hui Lin, et al, 2013). Students will find teaching materials which are related to the vocation that they have through ESP. Therefore, the students will be interested to read the text, and the text will enrich the students' knowledge about their vocation. The presence of vocational school nowadays makes many students interested to study there, especially for them who want to get the job easier. For example in Indonesia, the graduates of vocational school are expected to have a qualification as candidate of employees that have a certain skill based on their competence. Meanwhile to fulfill that willing, the vocational school students should comprehend their course and master the skill that they have based on their study program competence.

In addition, Indonesia has also vocational schools educate the students in accordance with the interests and talents of the students. There are various courses offered as engineering, multimedia, hospitality, and even culinary art. Vocational school, especially the Culinary Art study program in Indonesia becomes one of study programs in demand by the students (www.republika.co.id). Culinary Art is a study program where the students are able to process the food and beverage with good. Besides being able to cook, students of culinary art should be able to describe the shape and the taste of the food or beverage served which have been explained in Standard Operational Procedure for *Food and Beverage Department* (Ekawatiningsih, et al, 2008). This achievement can be assisted through the

reading text materials used by students in school. If the reading material used in schools is relevant with the students' vocation, Culinary, the students will be easier to apply this skill in reality (Hutchinson & Waters, 1987). In designing English reading materials, the English teacher should be able to build the students' skill as recognize words in its spoken of written form and relate it to an appropriate object or concept (Wallace, 1982).

While in fact, the reading text material used by Culinary Art students about reading descriptive text is only describe people, place, and historical place which this material is not relevant with the students' vocation (Kementarian Pendidikan dan Kebudayaan RI, 2014). It was found in Vocational School at SMKN 10 Medan, especially for English which is used by Culinary Art students that the teaching materials are not specified with their vocation. The materials they used especially the textbook of which contents are the same as the textbook and syllabus in general high school. There is no difference between what the students of vocational learn from the students of high school. In other words, the English materials they use are not proper to students' needs. It is seen by the book the teacher used which is distributed by the government (Dinas Pendidikan).

There are no materials in their books which are representatives to their needs about culinary art. Specifically in reading material, there are no even materials which are representative to culinary art. They use the book from Kementarian Pendidikan dan Kebudayaan Republik Indonesia, which is published in 2014. One of phenomena happens when the students were taught by using

teaching materials about genre, descriptive text. The students were asked to describe people, visiting ecotourism destination, and historical place in general. Actually, the students having vocation of culinary art need to study English to support their vocation, but the English should be specialized, the English should be relevant to the specific purpose that they have, for example, the students are asked to describe someone who has a big influence in culinary, so that, they know the physical appearance and the personality. In addition, the students are also asked to describe thing, like food which is the most favorite food, and describing place, so that the students get more understanding about culinary by its description.

As a vocational school, the curriculum they use should be representative to their needs. The curriculum in syllabus they use should cover most about their needs, culinary. Therefore, the government should integrate the English reading materials particularly descriptive text based on culinary art, so it is balance to their needs, in order that the students can understand about their vocation well and have good ability in English. Besides, because the reading text in the textbook is not suitable with the students' needs, they are lazy to read the reading text in the textbook. The students also lack in comprehending the text. The way to help the students to comprehend the reading text material is by developing the reading text materials itself. This can effectively develop the students' competence as reader because it is developed based on the students' needs. From the fact above, it is important to develop reading materials and this study attempts to find out and develop the appropriate reading text materials which support the English reading

material at SMK N 10 Medan based on the students' needs as an application of ESP.

B. The Problem of Study

Based on the background stated above, the problem of the study is formulated as the following: How should the English reading text materials about describing people, food and culinary spot be developed to meet the students' needs of Culinary Art in Vocational School?

C. The Objective of Study

The objective of this study is to develop English reading text materials about describing people, food and culinary spot based on students' needs of Culinary Art.

D. The Scope of Study

The material development is based on the students' needs; it will be applied in first grade of Culinary-Art Department in first semester of vocational school in SMK N 10 Medan. The skill that will be concerned is reading comprehension, particularly in descriptive text. The developing reading text materials in this study are about describing people, food and culinary spot.

E. The Significance of Study

Findings of research are expected to be useful theoretically and practically. Theoretically, this research is hoped to be useful in the effort to develop the science, especially in the development of theories of English for specific purposes. It will be very valuable for the teachers to enhance the teaching of English for specific field. It can also serve as a source of references and valuable information for future researches.

The practical value, it will give some ideas and thoughts to communicate effectively and efficiently to students who take it as a course of subject. This research is hoped to be used as guidelines for teachers in teaching English for Culinary Art and other teachers as well, in their attempt to develop specific materials as related to the students' field of study. So, the findings should be very useful and become a sample of how teaching materials can be directed to the students' needs. Also, for the teachers, it is expected that the findings will arouse the other English teachers in terms of promoting the relevant materials based on students' specific needs.