

CHAPTER I

INTRODUCTION

A. The Background of Study

English for specific purpose (ESP) is a part of English language teaching which focuses on designing courses based on specific needs of learners. According to Hutchinson and Waters (1987:19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning." It is not able to say that ESP is kind of language or methodology because ESP is an approach to language learning which accommodate what the learners' needs. ESP will provide the information include content and also method based on what the learners need to be learned. Some examples from the use of ESP such as EP for accountant, secretary, architecture, nursing, engineering, tourism, tax, etc.

In learning and applying ESP, we have to know that ESP has some divisions which provide their functions themselves. Hutchinson and Water (1987:16) divided English for Specific Purpose into two main types based on the learners need; those are English for Academic Study (EAP) and English for Occupational Purposes (EOP). ESP based on general nature of learners' specialism divided into three; EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for the Social Science).

ESP has two main types; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). They have their function to apply and improve English for the learners. English for Academic Purposes gives the

teaching materials based on the learners' need. Meanwhile English For Occupational Purposes will give the teaching materials based on learners' occupation goals. In Indonesia, English for Academic Purposes should be applied for vocational schools to reach the students' need based on their majors. According to Harsono (2007), in ESP, English teacher easily select materials that are relevant to the specific choice of topics and tasks that the learners are also learning in their field of study, therefore, the materials they learn must be relevant and useful.

Vocational school is a school which has function to teach and to prepare the students so that they have ability and are ready to work when they have graduated. Vocational schools in Indonesia provide many majors such as Accountant, Secretary, Culinary, Music, Engineering, etc. The students will be taught any forms of education, practicing, training and retraining to make sure that they are ready to compete with others job seekers by using their ability.

Based on the goal of vocational school, it is very different from the goal of general school. General school does not provide certain majors like vocational school and it does not prepare the students ready to work. The difference of their goals makes also the difference of English teaching materials that should be given to students.

The curriculum used in Indonesia is School-Based Curriculum or "*Kurikulum Tingkat Satuan Pendidikan*" (KTSP). It is a curriculum which has main concern on the improvement of the students' competency. This curriculum is based on the communicative competence at all situations and conditions.

Meanwhile, KTSP in vocational high school is developed as its relevancy by each group or educational unit under the coordination and supervision of educational department. English in vocational high school aims at developing students' abilities in communicating by using the target language, both in oral and written communication based on required level: novice, elementary and intermediate in real life communication. However, in real implementation, it does not work properly. In the text book, the students are given some texts which is not suitable for their major, but in examination, they are asked to do a lot of reading comprehension which is not proper to their major.

Students in general school learns four skills of English language (Listening, Speaking, Reading, Writing) in grammar, expressing of doing something, reading comprehension, types of writing, etc. They are expected to learn all about English in general. Meanwhile, students in vocational school should learn English based on their needs which associated by the students' course. It means that the students should accept suitable English teaching materials by using English for Specific Purposes.

The author has done the observation in SMK Swasta Eria Medan and the author found that the students were given by teacher some exercises or tests which contained most of reading comprehension.

Table 1.1 Percentage of Skills used in tests

No.	Skill	Percentage
1.	Reading	70%
2.	Writing	30%

The percentage showed in the table 1.1 that reading skill was 70% and writing skill was about 30%. The result indicated that the students should master reading skills and also should comprehend the texts given.

Besides that, the tests showed the students got low marks because the texts which were given for test were not appropriate to the texts that they were learning in the textbook. The teacher gave the texts which were associated to their major but in fact the texts in the textbook were not associated to their accounting major.

Because of that, the author observed their reading materials in English worksheet for Grade XI for vocational school and the reading materials are not proper to students' needs. The author focuses on students of accounting department and the English materials are not suitable and unrelated to accountant.

B. The Problem of the Study

Based on the background of study above, the author formulates that the problem of study is "How are English reading materials developed that are suitable to the students' need of accounting department? ".

C. The Objective of the Study

The objective of study is to develop English reading materials which are suitable to the students' need of accounting department.

D. The Scope of the Study

The scope of this study is developing English reading materials based on English for accounting students on SMK Swasta Eria Medan for second grade. This study focuses on reading comprehension skill especially in procedure text.

E. The Significances of the Study

The findings of the research can be useful for teachers and also the students. For teachers, the findings can give the references for the teachers especially teachers in accounting department so they can make good English reading materials which are suitable for their students' need in teaching and learning process.

For students, the findings of the research are able to make students easier to understand English reading materials because they have been associated with their courses in accounting and their needs as accountant in future. The findings will be useful for the next researchers who want to conduct a research of developing English reading materials based on students' need.