CHAPTER I
INTRODUCTION

A. The Background of Study

English is an important discipline that should be learnt in every educational institution. It is also a lingua franca because most of the countries in the world use English as their language even if it is used as the second language. That is why, English should be learnt in order to access or get knowledge and information which is needed.

Learning English is always correlated with four major language skills, they are listening, speaking, reading, and writing. Regarding to the divisions of those language skills, listening and reading belong to receptive skills. Meanwhile, speaking and writing belong to the productive skills. It is related to Brown (2000:232) who states that the human has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. As one part of them, writing is recognized as the most difficult subject for students because they must firstly master the use of vocabulary, grammar, and punctuations. It is related to Oshima and Hogue (1999:3) who states that writing, particularly academic writing is not easy. It takes study and practice to develop this skill.

In English, kinds of text is needed to support learners in learning. And all kinds of texts in writing is called genres. Moreover, learn about genres are also important in learning writing. Generally, there are only thirteen genres which is
known by the learners in learning writing, whereas there are many text genres that should be learnt in writing. There are main types of genres which divided into three classes: these are interpersonal conversation, transactional conversation, and also functional text.

As the benefit of learning writing, each person is able to convey feelings, idea, and information or messages to others. Meanwhile, when the messages are transferred into written form, the writer should be able to avoid ambiguities by applying appropriate language to its context.

In the syllabus of grade X, students are expected to be able to master writing skill for functional text which consist of Memo and Simple Menu, Public Transportation Schedule, Traffic Signs, Invitation letter, and Descriptive text as it is written in Core Competence 1.3 Students are expected to be able to describe things, person, characteristic features, time, day, and year; 1.6 Comprehend Memo and Simple Menu, Timetable, Public Transport Schedule, Traffic Signs; In mastering writing skill, students should be supported by appropriate learning material. It can be found in textbooks, videos, pictures, etc. Textbooks are dominantly used in learning process especially by the students. The way of how materials are presented in the textbook, that is also the way of how the students learn the materials. In other words, if the materials in the textbook are served well, the students will understand the objective of the learning better.

Based on the writer’s observation, the learning materials provided in the textbook of grade X for students Computer and Network Engineering Department at SMK Negeri 2 Binjai do not support the students’ learning writing activity due
to the inappropriate topics of text genre, in this case is some functional texts these are *Memo, Schedule, Invitation letter, and Descriptive text* which do not relate to their majors at all. It is related to the previous thesis from Siburian F. (2016) entitled Developing Learning Material of Descriptive Text for The Tenth Grade Students as Supplementary Material. His research is focused on Writing skill particularly Descriptive text. The problem of his research is the material does not fulfill the students’ need and does not fulfill the curriculum expectations.

To support the writer’s observation in this study, There are some examples of the functional text from their book which do not relate to their majors, they are:

a. Memo

![Activity 31 Write a simple personal memo. Use the Illustration.](image)
b. Schedule

Flight Schedule to and from London

| DEPARTURE FROM SUBANG (SUB) TO SURABAYA (SUB) JAKARTA (CGK) & JOGJA (IAH) |
|-----------------------------|-------|--------|-----------------|--------|
| LIGHT NO | DEPARTURE | DESTINATION | ETD | ETA | DAY OF SERVICE | AIRCRAFT | VIA |
| JT 051 | 06:20 | JAKARTA | 07:00 | DAILY | DIRECT |
| GA 435 | 08:20 | JAKARTA | 09:00 | DAILY | DIRECT |
| GA 430 | 11:20 | JAKARTA | 12:00 | DAILY | DIRECT |
| GA 431 | 14:20 | JAKARTA | 15:00 | DAILY | DIRECT |

| ARRIVAL FROM SUBANG (SUB) JAKARTA (CGK) & JOGJA (IAH) |
|-----------------------------|-------|--------|-----------------|--------|
| LIGHT NO | FROM | ETD | ETA | DAY OF SERVICE | AIRCRAFT | VIA |
| 003 | SURABAYA | 09:00 | 10:00 | DAILY | 5-774 | DIRECT |
| JT 050 | SUBANG | 10:00 | 11:00 | DAILY | 5-774 | DIRECT |
| GA 435 | JAKARTA | 12:00 | 13:00 | DAILY | JOGJA | DIRECT |
| GA 431 | SURABAYA | 15:00 | 16:00 | DAILY | 5-774 | JOGJA |


EXPLANATION:

ETD = ESTIMATED TIME OF DEPARTURE

ETA = ESTIMATED TIME OF ARRIVAL

b. Schedule

c. Invitation letter

Activity 11: Read these letters and answer the questions below.

<table>
<thead>
<tr>
<th>Light</th>
<th>From</th>
<th>ETD</th>
<th>ETA</th>
<th>Day of Service</th>
<th>Aircraft</th>
<th>VIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>003</td>
<td>SUBANG</td>
<td>09:00</td>
<td>10:00</td>
<td>DAILY</td>
<td>5-774</td>
<td>DIRECT</td>
</tr>
<tr>
<td>JT 050</td>
<td>SUBANG</td>
<td>10:00</td>
<td>11:00</td>
<td>DAILY</td>
<td>5-774</td>
<td>DIRECT</td>
</tr>
<tr>
<td>GA 435</td>
<td>JAKARTA</td>
<td>12:00</td>
<td>13:00</td>
<td>DAILY</td>
<td>JOGJA</td>
<td>DIRECT</td>
</tr>
<tr>
<td>GA 431</td>
<td>SURABAYA</td>
<td>15:00</td>
<td>16:00</td>
<td>DAILY</td>
<td>5-774</td>
<td>JOGJA</td>
</tr>
</tbody>
</table>

Questions:
1. What event will be held based on the invitation?
2. Who has the party?
3. Is the party held in the afternoon or in the morning?
4. How old is Jack at that time of celebration?
5. If Jack is invited, what color of shirt will they wear?
Based on Hutchinson and Water (1987:8) says that learners were seen to have different need and interest, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which “relevant” to the learners’ need and interest was paramount. English is needed for particular learners’ and it can be identified by analysing the characteristic of linguistics in their specialist area study or work. We can conclude that English is also used for the specific purposes.

Thus, to support the students’ need in writing skill, it is important to develop appropriate learning materials as it is raised in this study entitled “Developing English Writing Materials for Grade X Computer Network Engineering Department in Vocational High School.”
B. The Problem of Study

Based on the background above the problem of study is formulated as follows:

1. How are the short functional and long functional writing text materials developed to fulfill the needs of grade X students of computer network engineering department in vocational high school?

C. The Objectives of Study

Based on the formation of research problem, the objectives of the study is:

1. To develop the short functional and long functional writing text materials to fulfill the needs of grade X students of computer network engineering department in vocational high school.

D. The Scope of Study

In learning English, there are four skills that should be learnt by the students these are Listening, Speaking, Writing, and Reading. This study will be focused on writing skill. Nowadays, teaching English is based on genre. The writing materials to be developed in this study is Functional text for first and second semester. In first semester, the functional text consist of descriptive text and in second semester, the functional text consist of Memo, Simple menu, Public transportation schedule, traffic signs, and Invitation letter. The functional texts that will be developed in this study are Memo, Schedule, Invitation letter, and Descriptive text.
E. The Significances of Study

The finding of this research can be useful theoretically and practically in providing information about developing writing materials to English for Specific Purposes learners.

Theoretically, this study is expected to add a new horizon towards the writing materials development. In addition, practically the study is beneficial for:

1) Teachers
   Teachers can find the impact of using authentic materials in teaching writing to students, and make this research as their references in the learning process.

2) Students
   The students can increase their motivation in learning English and make them easy to master writing by learning authentic materials which they need based on their majors.

3) Other researchers
   This research can be a resource for those who are interested in conducting further study about developing writing materials based on students majors.