

CHAPTER I

INTRODUCTION

A. Background of The Study

In the era globalization English has become a language that should be well mastered by many people in the context of job market especially in dressmaking field. This is a fact that in the competition to get a good job as advertised in many job vacancies stated that English is required in terms of fluency in written as well as spoken form. So, the application should be able to perform their competence in English; General English (GE) as well as English for Specific Purposes (ESP).

Vocational school is different with Senior high school as well as in the knowledge and in the each of goal. Vocational students are taught the skills needed to perform a particular job. Vocational students need to be prepared to enter the working world after they graduate and should have some special abilities to support their knowledge but senior high school need to be prepared to continue their study into the university level. So, Vocational students have to have a wide knowledge with their skill.

Many sources of information and knowledge are written in English especially from internet source, creative design book. Now, English is not a modern language in this era, but it is a necessary language to get better life and better position. Because of that, every body needs English to improve

their ability on each field especially in dressmaking students. To be a successful fashion designer, the students have to have wide understanding about variety of core principles such as methods of designing, how to build a quantitative and qualitative body of research, how to use inspirations in the design process, how fabric knowledge, how to make creative shirt, skirt, long pants, short pants, dress, the creative technique in dressmaking and color principle strengthen a designer's message and how to involve their own vision (Faerm,2010). By mastering these principles, they will develop their creativity and refine their understanding of what makes a successful design. Not only to get information but also they need it as a communication tool. They need English to communicate with foreigner that visit their tailor, to respon their willing, to share their handmade creativity in wide blog so that people can see their creative as well in Indonesia or in another country. Then, so that they can communicate with foreigner designer about how to make their creative in the international dressmaking exhibition or in the international dressmaking workshop. That is their need in the process of studying and for their future, have a little knowledge in dressmaking in English. They need English to increase their skill in the future especially in English materials (procedure text in dressmaking) so they can access the better, innovative, creative information ways in dressmaking and comprehend the way a dress is made in written or spoken.

Education is a formal process that is expected to improve and advance students' skill which is needed by them in fulfilling their daily needs of life in

the future; at least, education can be a media for students to increase their quality in term of knowledge. By having education, students are expected to be experts of the subjects that they focus on, or at least, they can get benefit of having gotten the education by an implementation of what they have in education. In other words, when taking a related subject or specific purposes in education, students are expected to be easier to fulfill their life by having an occupation or being a professional worker.

General English usually offers a judicious blend of different language skills and the topics that are chosen from all range of sources, and based on the selection of content more on students' interest and engagement rather than an early identifiable students' need. Students are taught to communicate on general social level and to cope with the normal text. The decision made, in part, that how, why or when students need the language in the future is still unknown, so the materials are given cover the broadcast range of use possible. In contrast English for Specific Purposes (ESP) has closely identified goals for learning (Kariman & Nababan, 2006).

ESP is seen as an approach, not a product, which means that no special form of language is taught, but it can be identified as typical of a typical of a particular context of use. It is meant that the learners would likely meet the target situation (Hutchinson and Waters, 1989). ESP is not just a matter of science, work and grammar for scientists, etc, but it is linked with performance and competence. It means that people can do their future job with language and the range of knowledge and ability. ESP is not different from

any other language teaching; that is based on the principle of effective and efficient learning. ESP course are providing the learners with competence of us English for Specific Fields of knowledge at the advanced level. It is also concerned with the design of curriculum, using approaches, methods, and techniques in advanced ESP and develops materials for the syllabus; type authentic scientific writing, grammatical features, vocabulary building and principles in the teaching and learning of ESP.

ESP is generally based on needs of the students, which are aimed at specifying what are exactly the students' need in studying English. ESP practitioners are required to be sensible in detecting their learners needs in the present situation and in the target situation. The practitioners should develop their teaching materials based on the learners' preferences. Rustam (1999:32) reports his investigation that most Indonesian English teachers do not develop their own syllabus and materials systematically based on the teachers' preferences. As a result, students are not motivated to learn. Their motivation basically caused by the institutional curriculum that they should follow.

The fact is, of course, being a problem for the teachers that the students learn something that they do not need. Moreover the research finding reported by Rustam (2003) suggests that ESP materials for vocational School should be developed based on the learners' need and their future job. The students are exposed to linguistic form, which they do not need and which are of little relevance to communicate purposes.

Based on the writer's analysis of syllabus and teaching materials, particularly in the subject of English which are used by students of a particular SMK in Medan, the teaching materials are not related for any certain vocation. In fact, students who take dressmaking vocation are taught by using materials which are not related to dressmaking particularly found in reading materials which is one of the four major skills, and essential skill for students and most important skill to master in order to succeed in learning English because it can support the development of the knowledge and provide the proficiency to get information. In their textbook "*Buku Bahasa Inggris*" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, they are taught by using a text about how to make jasmine, how to make cheese toast, how to make pizza, and how to make Indonesian chicken satay and then they are asked to answer the question about that text. Actually they are not the relevant material for the students of dressmaking in vocational school. As vocational school is concerned with preparing students' ability in their major for working in the future, which means that the students of Vocational School learn English for a specific purpose (ESP) that is related to their target job in the future. It is stated in the content standard of the national education standard board or *Badan Standar Nasional Pendidikan* (2006:112), the purposes of English subject in Vocational School are: (1) mastering the basic knowledge and skill of English to support the students in achieving the competency of their expertise program; (2) applying their knowledge and skill of English to communicate in both spoken and written communication in intermediate level.

They learn English but their English is not aimed to accommodate their needs. Teacher just teach the reading materials which is applied in the textbook; teacher does not exist their own materials. That's why their felt into fulfill subject matter only. Based on this there is an assumption that they do not have yet English for Specific Purpose.

Based on the background above, the developing of English reading materials is needed for students in vocational school, and this research will focus on developing English reading text materials for grade eleven of Dressmaking Vocational High School (SMKN 10 Medan).

B. The Research Problem of the Study

The problems of the study are formulated as following:

1. What English reading materials should be developed to meet the needs of second grade of dressmaking students at SMK NEGERI 10 MEDAN?
2. How to design English reading materials which is suitable to the needs of second grade of dressmaking students at SMK NEGERI 10 MEDAN?

C. The Objective of the Study

In line with the research problems, the objectives of this study are:

1. To develop English reading materials to meet the needs of second grade of dressmaking students at SMK NEGERI 10 MEDAN

2. To Design English reading materials which is suitable to the needs of second grade of dressmaking students at SMK NEGERI 10 MEDAN?

D. The Scope of the Study

This study focuses on English for Specific Purpose materials especially reading materials that will meet the students' needs at SMK NEGERI 10 MEDAN. It will be applied in the second grade vocational high school. And the skill that will be concerned is reading comprehension, especially in procedure text.

E. The Significance of the Study

Findings of this study are expected to provide information which may have theoretical as well as practical value for English teachers.

Theoretically, the findings of the study later will add some new theories and information in the area of developing English reading materials. Meanwhile practically, the findings become a reference for the English teachers especially in Vocational High School in their attempts to design the ESP materials.