

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesian education system divides senior secondary school into two levels. There are senior high school and vocational school. The differences between these two levels are; in senior high school students focus on academic grade and they are intended to will continue their study in university, while in vocational school students are taught in specific study programs and they focus on program skill because they will be expected to be able to have a job after they finish their study. To be able to compete in job field, vocational school students are demanded to master English as it is stated in Curriculum 2013 in Indonesia.

There are nine fields in vocational school including field of technological and engineering, energy and mining, information and communication technology, health and social work, agribusiness and agrotechnology, maritime, business and management, tourism, and art and creative industry expertise (Kemdikbud, 2017). Architecture study program is one of the majors in the field of technological and engineering expertise. One of the competences that should be mastered by the students of architecture study program is English proficiency. The purpose of teaching English for architecture study program is to develop students' ability to communicate orally specialized information and concepts, to understand and make themselves understood when submitting written or oral information on professional or routine matters and routine; to integrate students in study programs and international cooperation; to adapt future engineers to the new

requirements in their specialized field or in a connected one, by using the intercultural knowledge acquired. Applied modern language teaching and learning in science and technology cannot be done if students don't have at least an average level of knowledge of the general foreign language. In architecture, as well as in many other fields of knowledge, English language is used as a global vehicle for the exchange of information. In order to participate successfully in this exchange, one needs to develop certain basic skills (Pădurețu, 2016).

Reading is considered to be one of the most important skills for architecture students in English learning. Carrell (2003) states that reading skill is crucial since so much of what is needed to be known, notably in the academic context is communicated via the written mode. Effective reading is critical for long-term learning goals and it is especially important for students who care about their academic purposes. With the development of the globalization, we have to read some English papers. Currently, the majority of printed academic references such as journals and books as well as textbooks for content areas are mainly offered in the English language. Thus, having the ability to read and understand and achieving information in the English language allows students global access to information via printed materials as well as hypertexts to assist them in meeting their academic demands. Understanding what you read is defined as reading comprehension. Then the comprehension questions are used to identify the important ideas in the text. We read for different purposes; sometimes to get the main idea, at times to locate specific information, frequently we read texts to learn something, and every now and then we need to synthesize information to take a critical position. Perhaps most often we read for general comprehension in order

to understand main ideas and the relevant supporting information (Grabe & Stoller, 2001). That is the reason why Katims (1997) suggests that reading without comprehension is worthless.

Learning English in vocational schools is categorized as English for Specific Purposes (ESP) and the purpose of learning English depends on the student's major. Hutchinson & Waters (1987) distinguish between "General English" and "ESP". ESP is implemented by adapting to the needs of students. Teaching and learning activities are usually focused on student learning as a primary consideration. In other words, teaching ESP implement student centered approach. The needs of students are defined in terms of why they want to learn English and the kind of English that they will use or be beneficial to their future.

English teaching in vocational high school belongs to the adaptive subject which has two major purposes. The first is to make the students able to achieve the specific English proficiency by which they can improve their professional skills, and the second purpose is to make them able to apply the English competences and skills, both in oral and in written communication, in the level of intermediate (BSNP, 2006). Hence, it is clear that English teaching and learning process for architecture students should be relevant to their specific program.

Students should be supplied with specific reading materials that related to their future professional context. However, in the present process of teaching English reading, there is a problem affects the cultivation of vocational school students' English reading ability, which exists in reading materials.

Based on the preliminary observation during the training in Integrated Teaching Practice Program at SMK Negeri 2 Medan, grade eleven which was

conducted on August until November 2016, the material used in the teaching-learning process is the same as the material for senior high school students which is the English book of Curriculum 2013. The textbook which was published by the Ministry of Education and Culture, does not provide the relevant reading learning materials to their major. The reading materials, genre of procedure text like: *How to Make Orange Juice, How to Plant Jasmine, How to Make Cheese Toast, How to Make a Pizza*” are not related to architecture study program. Here is an example of the procedure texts available in the book:

Chapter 6, in page 13

How to Plant Jasmine

You will need:

- A packet of jasmine seeds
- A small pot
- Loamy soil
- Fertilizers
- Water

Steps/Method:

- Mix the soil with fertilizer well to create a medium for planting the seeds.
- Scatter seeds on the surface of the soil.
- Cover the seeds with a 3mm layer of soil.
- Press the soil firmly, then spray with water to moisten the bed.
- Place the pot in warm, sunny position (at least 25° C) for 10-14 days.
- Seeds will germinate approximately in 10-14 days.

Tips

- Keep the soil moist but avoid over watering.
- Watch for small black droppings and holes in leaves which indicates your jasmine has caterpillars.

The data showed that the material in the textbook is not suitable for architecture students. The materials are aimed to explain the steps how to plant jasmine which is suitable for agriculture program. While, the materials for architectures program should focus on planning, designing, and constructing buildings and other physical structures.

Sri Supiah Cahyati, Cynantia Rahmijati, S. Siska Rizkiani (2014) suggest that although some teachers aware of the students' needs, but the opportunity to choose activities in English lessons which are appropriate for students is not sufficient. Not all teachers are able to apply the variation in teaching and learning that meet the needs and perceptions of students. This condition is consistent with the statements of Barkhuizen (1998) that the perception of teachers and students is very different. This was confirmed by Dr Imam Ghozali, a professor of linguistics of Wiyata Graduate University in Yogyakarta, that the English text books SMK does not comply with the necessary competence. As a result, many vocational students, especially in SMK Negeri 2 Medan are ultimately difficult to develop their competences. Hence, teachers play an important role in providing sufficient reading materials for students.

Textbooks are widely adopted in classroom teaching because they cater to specific language needs and gradual mastery of language skills (Wang, Lin, & Lee, 2011). But perhaps because textbooks materials often break down language

to discrete linguistic points, it may be too formulaic for students. “While textbook materials provide valuable information to learners, students seem to have little interest in them” (Guo, 2011). Textbooks are among a wide range of tools called language teaching materials which are important resources for teachers in assisting students to learn every subject including English reading materials. This fact makes it a necessity to evaluate constantly the textbooks to see if the materials, especially reading are appropriate and revise them if necessary. It has been observed that students are not motivated to study English. As most of them do need English for their future studies and careers, it should be found out why they do not show enough motivation to learn English. One of the reasons would be that they have to study books which are not compiled for their specific needs.

Based on the finding above, one of the ways that can be achieved to direct the effectiveness of the English reading skill in SMK Negeri 2 Medan is developing the appropriate reading materials. Reading materials for architecture students should meet the learners’ needs and follow the principles of language teaching. This study aims at designing reading materials. Then, the reading materials would be appropriate based on topics of architecture that are needed by the students and related to the students’ real life and hopefully the material can support the teaching and learning process of reading in order to improve and develop the students’ reading skill for the students’ needs in the future.

B. The Problem of the Study

Based on the background of the study, the problem was formulated as:

“What are the appropriate English reading materials for the need of the eleventh grade architecture students of SMK Negeri 2 Medan?”

C. The Objective of the Study

The objective of the study was to develop the appropriate English reading materials for the eleventh grade architecture students of SMK Negeri 2 Medan.

D. The Scope of the Study

The scope of this study was to develop English reading materials especially procedure text based on students' need. It will be applied in the eleventh grade of architecture students for even semester at SMK Negeri 2 Medan. This study was concerned on reading comprehension skill.

E. The Significance of the Study

The result of this study was expected to provide beneficial information theoretically and practically. It can be described as follows:

Theoretically, the result of this study provides information and theories of how to develop English reading materials to teacher.

Practically, the result of this study was useful for:

1. The English teachers, this study was aimed to help teachers in teaching and selecting appropriate English reading materials to improve students' English competency and reading skill based on students' needs.

2. The students, the final product of this study can motivate students to learn English reading comprehension because the materials are relevant to their needs.
3. The other researchers, hopefully this study can be a reference on how to develop the English reading materials.



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