

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading is one of the four language skills which should be mastered by students in learning English. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. According to Cline et al (2006:16), reading is decoding and understanding the text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to the meaning.

Reading has many benefits to the learners. Thanh (2010:28) mentions several benefits of reading for learners, such as: for pronunciation improvement, for spelling capability (the students will have chance to interact and see the language), for relaxation (release stress through fun reading), for reader's spiritual development, for enhancement writing skill, and for continuous knowledge updating.

Actually, in Indonesia there are two kinds of school which are fundamentally differentiated based on those needs and interests. They are general school (SMA) and vocational school (SMK). General school focuses on knowledge expansion and skills improvement of students, and preparing students for further education while vocational school focuses on the development of the skills that apply to a certain

specific occupation, and preparing students for employment as well as developing professional attitude.

Based on BSNP (2006:10), English subject in vocational high schools has two purposes, they are: (1) mastering the basic knowledge and skill of English to support the expertise program; and (2) applying the mastery of the ability and skill in English to communicate both in spoken and written on intermediate level. Both of these purposes under the nature of vocational school that prepare the students to be ready to work with qualified expertise.

The goal of English subject in the vocational high school is to communicate by using intermediate level English. To reach the goal, students in vocational high school must pass the standard competencies provided in the curriculum. It aims at developing students abilities in communicating with English both spoken and written based on level novice, elementary and intermediate in real life communication. The students in vocational school can use English in communicating and comprehend the language, especially in reading skill that can also affect the others skill of learning English.

As an international language, English is needed for many specific purposes; that is why there is a term of ESP (English for Specific Purpose). The specification of English use will help learners to master English as well as what they need in term of specific purpose that they have. In education ESP needs to be applied. Based on Hutchinson's and Water's theories, English for Specific Purposes (ESP) is a way of

teaching and learning English for specialized subjects with some specific vocational or educational purpose in mind. It means that teaching English in Vocational School or other vocational institutions, teachers should take notice of designing teaching materials based on students' needs related to the vocations that the students focus on. For example, students who take a vocation of audio video technique program were taught by using teaching materials which were unrelated to the audio video technique. One of phenomena happened is that the students were taught by using teaching materials about English in general; it was unrelated to the vocation of audio video technique that the students have, the reading materials should about audio video system, audio video equipment, etc, it must be related to their program study.

In reality, the needs of materials for vocational high school are still neglected. Materials for vocational school are not appropriate enough in terms of the content, the vocabulary, the topics, and so on. The fact shows that in their book that government distribute to the school in SMK Swasta Bandung-2 (Bandar Setia Ujung- 2) specifically in reading texts is not related to their study program, reading materials needed there must be appropriate for the students. As a vocational school which focuses on a certain vocation, SMK has different syllabus from general Senior High School. It is classified by the standard competences based on level of ability in communication related to certain vocation that they have.

Every school provides the teaching materials based on the curriculum. All materials should be related to the curriculum. The curriculum used in vocational school, especially in SMK Swasta Bandung-2 should be related to School-Based Curriculum or “Kurikulum Tingkat Satuan Pendidikan” (KTSP). The curriculum has main concept on the improvement of the student’s competency. This curriculum was based on the communicative competence at all situations and conditions.

In relation to the goal of English teaching and learning process in Educational Unit Level Curriculum, (Kurikulum Tingkat Satuan Pendidikan : KTSP), students’ English proficiency is mastering the four language skills, particularly in reading skill. Reading is the ability to draw meaning from printed page and interpret the information approximately. (Curriculum, 2006).

In reading a text, the reader will be easy to understand the text by identifying the genre of the text. According to Knapp and Watkins (2005:575), genre is an organizing concept for cultural practices.

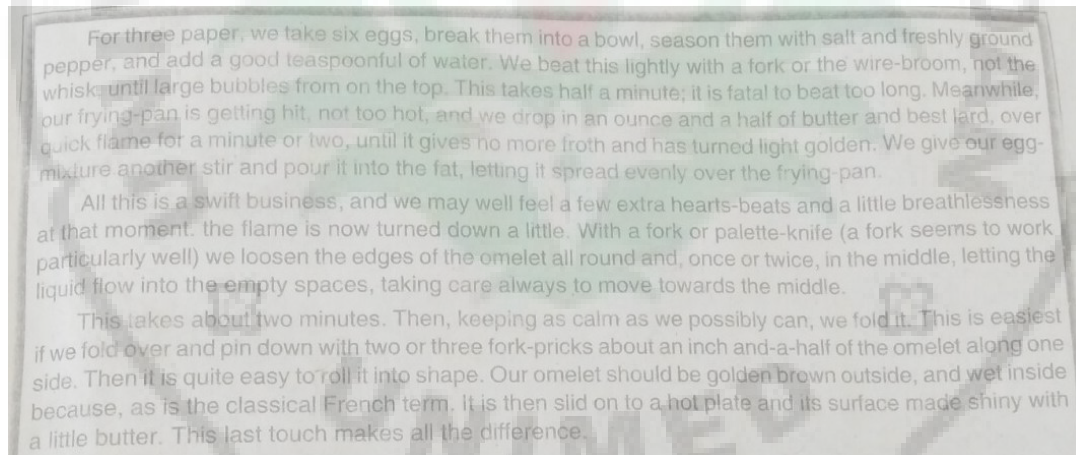
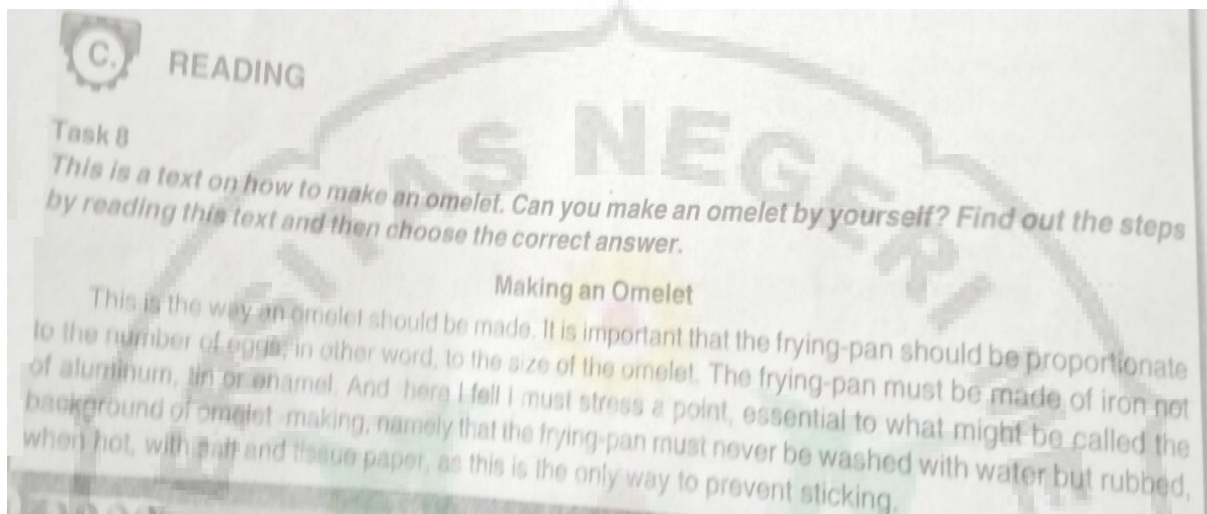
Genre is placed based on occasion, function, behavior, and interaction structures. Additionally, procedural text is a type of text which is often applied in the teaching and learning process of Audio Video Technique. It can be seen when the students learn the procedure of creating video documentation, the procedure of installing CCTV audio video system, the procedure of installing audio video equipment for car, etc. Thus, actually students need the appropriate English reading

materials related to their program to motivate them in learning English and master the skills. Vocational school is concerned with preparing the students' ability in their major for working in future.

In addition, the adaptation of procedural texts to be suitable to the students' need and major relates to the process itself. Procedural texts should be suitable to the students' need because reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also extends to the reader's motivations for reading, the reader's attitudes toward the text and topic, and the reader's expectation that the information from the text will be useful (or interesting, or enjoyable), Grabe and Stoller (2002:18).

Based on the writer's observation at SMK Swasta Bandung-2, it was found that their reading materials are totally irrelevant with their study program especially in procedure text, the texts are not suitable for the students in Audio Video Technique Study Program. For example, the books they use in the school do not contain technical terms related to audio video technique study program in SMK Swasta Bandung-2 and the topics are general for them. The fact shows that in their book "Buku Bahasa Inggris" published by Pratama Pustaka in 2011, learning English specifically in reading texts is not related to their study program, reading materials needed there must be appropriate for the students.

The data as follow :



The data above shows that the material is generally the same with senior high school even though what they need is different. In their books the procedure text material is about "Making an Omelet". The students were informed the procedure of making an omelet. Actually, the students having vocation of audio video technique need to study English to support their vocation, but the English should be specialized. There is no material in their books which are representatives to their

needs about audio video technique. Specifically in reading material, there are no even materials which are representative to audio video technique. Thus, actually students need the suitable English reading materials related to their vocation to motivate them in learning English and master the skills.

From the preliminary data above, this is the opportunity for writer to develop reading material. Based on the background above, the developing of English reading materials is needed for students in vocational school, and this research focus on developing English reading text materials for grade twelve of Audio Video Technique Vocational High School (SMK Swasta Bandar Setia Ujung-2), particularly procedure texts.

B. The Problems of the Study

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

1. “What reading materials are appropriate to the students of Audio Video Technique in SMK Swasta Bandung-2 which are matched to their needs?”
2. “How is the design of English reading materials which are appropriate for students of Audio Video Technique in SMK Swasta Bandung-2 ?”

C. The Objectives of the Study

1. To analyze English reading materials which are appropriate to the students of Audio Video Technique in SMK Swasta Bandung-2.
2. To develop English reading materials which are appropriate for students of Audio Video Technique in SMK Swasta Bandung-2.

D. The Scope of the Study

The scope of the study is developing procedure text materials for reading skill based on the students' need in relation to their major that is audio-video technique knowledge. It will be conducted for the twelfth grade students of Audio Video Technique at SMK Swasta Bandung-2.

E. The Significances of the Study

Theoretically, this study is expected to give further information and theories about the development of procedure text materials for reading skill, for Vocational Students which relates to the application of English for Specific Purposes (ESP). Practically, this study is expected to:

- a. The English teachers; this research hopefully can give ideas for the ideal reading materials used in audio video technique study program. The teachers also can use this study as one of the sources of teaching and learning process in the classroom.

- b. The students; hopefully this study can improve their motivation in learning English and can comprehend reading materials that are based on their needs.
- c. The other researchers; this study is intended to be one of their resources to make other developing English reading materials, and give additional information for the next related study.
- d. The readers; hopefully this study may provide information as well as references about developing English reading materials for vocational school.



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