

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language spoken in many countries both as a native and as a second or foreign language. Meanwhile second language is a language that is not the primary language but one that is used generally in a country. English is divided into four skills. They are listening, speaking, writing and reading. These four skills are taught in teaching learning process. The students in general school and students in vocational school also learn those skills. Among them, reading should be mastered by students. Reading skill plays an important role in learning process, especially when students have to deal with National examination which includes reading and writing skills (Herlina, 2012).

Reading skill is needed to achieve the ability to understand the English text. It is difficult to comprehend the text because the material is not related with their needs. Anderson in Chen (2005:1) emphasizes the mastery of reading skill could help learners have success not only in English learning but also in other content class where reading is required. Materials of reading become substantial in learning English in the class. But there are facts which show that many students do not master reading skill which they have in teaching learning process, such as, many students only read the text, but they do not understand what they read and what information to look for in the text (Riskiawan, 2014), and students are too lazy to comprehend a text through a reading activity (Septiani, 2014). A long text or passage makes them so bored to read, furthermore, the topic is not interesting

for them, the text has too complex grammar, and it is not related to their environment and their needs.

The regulation of National Education Minister (2006) states that English teaching at the Vocational High School should aim at equipping the students with English communication skills in order to help them communicate in the context areas of their expertise. It means that English teaching at Vocational High School should consider the English required in the target situation of each study.

Vocational High Schools are designed to prepare the students to work right after they graduate. The fresh graduate students of Vocational High School are expected to master the skills of their expertise. Besides, English becomes very important since most of the job vacancies put English proficiency, both written and spoken, as one of the requirements. Moreover, the development of global communication and information era brings a strict competition among the job seekers. The students will get advantages if they master English of their expertise. In terms of education, English is always considered as one of the subjects to be taught in almost all levels of education. Considering the facts above, English has become an important skill to master by students of Vocational High School, especially students of Culinary.

English for specific purposes (ESP) is English language teaching that is designed to meet the specific needs of a learner. It shows that the students really need to learn ESP to focus and master a skill based on their needs (Strevens in Hui Lin, et al, 2013). Students will find teaching materials which are related to the vocation that they have through ESP.

SMK N 3 Tanjungbalai is one of the Vocational Schools in Indonesia. It provides students with many kinds of study program to master a specific skill of their interest. The study programs provided are “Akomodasi Perhotelan, Jasa Boga, and Perbankan.” In this case, the researcher only concerns on Culinary.

Based on the researcher’s analysis of syllabus and teaching materials, particularly for the subject of English which are used by students of a particular SMK N 3 in Tanjungbalai, it was found that the teaching materials were not specified for any certain vocations. There, the English teachers used one textbook to initiate teaching and learning activities because the school implemented the Curriculum 2013 Revision 2016 which the book is only provided by the government. While in fact, the reading text material that is used by Culinary students are not suitable with their major. Based on syllabus, there are 3 genres that will be taught by the teacher. They are descriptive, recount and narrative text. The texts of descriptive are Tajmahal and Tanjung Puting National Park. In recount text, they learn “Meeting My Idol and B.J Habibie. And on narrative text, they learn Issumboshi and The Legend Of Malin Kundang (Kementrian Pendidikan dan Kebudayaan RI, 2014). Based on the explanation above, the reading materials that vocational students learn especially culinary students are not suitable with their major and their major.

Based on book contents, the problem is caused by the same materials with senior high school. In fact, students who take a vocation of culinary art were taught by using teaching materials which were unrelated to the culinary art. The students that were taught by using teaching materials about Tanjung Putting National Park, Tajmahal, My Idol, B.J Habibie, The Legend Of Malin Kundang

and Issumboshi were unrelated to the vocation of culinary art that the students have. Actually, the students having vocation of culinary need to study English to support their vocation, but the English should be specialized; the English should be relevant to the specific purpose that they have, so that there will be no gap between the English materials and what the students need about English as an international language related to a vocational purpose that they have.

However, teachers have to use appropriate approach in order to reach the aim of the teaching and learning process. Applying Genre-Based Approach can be the solution for improving students' skills. Hammond and Derewianka (2001) define the Genre-Based Approach as the way to language and literacy education that combines an understanding of genre and genre teaching together. This approach provides stages and strategies to help students have better understanding about appropriate reading, and it will also give some examples of texts related to the descriptive, recount and narrative genres. It gives clear explanations of genre that will be easier to be understood by students.

Based on the explanations above, developing reading materials will help both students and teachers in the teaching and learning process. Knowing the materials are really needed, the writer has motivation to do the research and is planned to develop reading materials in descriptive, recount and narrative texts based on Genre Approach for Students of Culinary in Grade X in SMK Negeri 3 Tanjungbalai.

B. The Problems of the Study

Based on the background stated above, the problem of the study is formulated as the following:

1. What are the students' needs for the reading materials with reference to Genre-Based Approach?
2. How are the materials developed with reference to Genre-Based Approach?
3. Why are the reading materials developed in the ways they are?

C. The Objective of the Study

The objective of this study:

1. To find the students' need for the reading materials with reference to Genre-Based Approach.
2. To develop English reading text materials based on genre approach.
3. To find the reason of materials development.

D. The Scope of the Study

There are 3 text types, they are transactional, interpersonal and functional. Functional is divided into short and long text. In this case, study based on the syllabus, the long functional texts to be developed are descriptive, recount and narrative texts, especially in reading skills. The reading materials will be developed with reference to Genre-Based Approach.

E. The Significances of the Study

Findings of this research are expected to be useful theoretically and practically.

- Theoretically, the findings of the study will extend and enrich the horizons in the theories which related to the areas how to develop English reading materials with reference to Genre-Based Approach.
- Practically, the findings are useful and relevant for the students to support their motivation and enthusiasm in learning reading comprehension based on

their needs. Besides, for the teachers, it can help them easy in teaching reading comprehension to their students such as in descriptive, recount and narrative text.



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