

CHAPTER I INTRODUCTION

A. Background of the Study

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 a benefit of having gotten the education by an implementation of what they have in the education. In other words, students are expected to be able to earn their life by having an occupation or being a professional worker which is related to the subject or specific purpose that they focus on when taking an education.

Unfortunately, there are some facts showing that many students do not master some lessons which they have in educational process. This evidence is a phenomenon of unsuccessful goal of education. Actually, there are some various factors influencing this failure of education; such as: inappropriate teaching materials, inappropriate teaching methods, students' low motivation, etc.

Facing the phenomenon of education failure, the basic step to have a solution of this is by evaluating existing teaching materials which are used in teaching-learning process; however, a teacher cannot apply any teaching methods if there are no teaching materials because of the role of teaching materials in giving some instructions in a teaching-learning process.

Thus, teaching material is an essential factor which influences a teaching process in a classroom. O'Neill (2003) emphasizes that teaching materials help a teaching and learning process; the teaching materials must be suitable for students' needs, even if they are not designed specifically for them, the teaching materials should make it possible for students to preview and prepare their lessons, and the teaching materials should allow for adaptation and improvisation. In many cases, teaching materials are the center of instruction and one of the most important influences on what goes on in the classroom.

In a language teaching, materials finally go to skills of the language, included in teaching English as a foreign language. There are four skills which are expected that students have in learning English; they are reading, listening, writing, and speaking. Based on the process happening in human's mind mental process, these skills are divided into two categories; they are: skills of comprehending language and skills of producing language. The skills of comprehending language consist of reading and listening, while the skills of producing language consist of writing and speaking.

In language teaching, skills of comprehending language and skills of producing language have a relationship. Before producing a language, students need to have some vocabularies; the vocabularies are gotten in the process of comprehending language. For example, by having an activity of reading or listening, students will get an input data of what they have to express in term of writing or speaking.

In fact, the abomination of learning English is reading a text or a passage. Most of students are too lazy to comprehend a text through having a reading activity. A long text or passage makes them so bored to read; furthermore, the topic is not interesting for them; it is not related to their environment, and the text has too-complex grammar.

Based on the writer's analysis of syllabus and teaching materials, particularly for the subject of English which are used by students of a particular SMK in Medan, it was found that the teaching materials were not specified for any certain vocations. In fact, students who take a vocation of culinary art were taught by using teaching materials which were unrelated to the culinary art. One of phenomena happened is that the students were taught by using teaching materials about Thailand culture; it was unrelated to the vocation of culinary art that the students have. After reading the text of Thailand culture, the students were asked to answer some questions about the text. Besides, there were some teaching materials which were not relevant to the vocation that the students have; the teaching materials contained of: a conversation between a receptionist of a hotel and a guest of the hotel, a text about planting 'Hydroponics: Farming without Soil', etc. Actually, the students having vocation of culinary art 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 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.

As an international language, English is needed for many specific purposes; that is why there is a term of ESP (English for Specific Purpose). In practice, there are variants of English use; depending on the specific purposes. This 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. From the above explanation stating that many students are bored in reading a text which contains unrelated topic to their environment, it can be implied that ESP can reduce this bad condition. Through ESP, students will find some teaching materials which are related to the vocations that they have. Thus, it will be interesting for the students to read the text, and finally the text will enrich the students' knowledge about their vocation. In other words, by having ESP, students will learn English based on what they need.

In Indonesia, ESP is applied for fulfilling students' needs. Since there are so many vocational educations in Indonesia such as Vocational Schools and Vocational High Schools, ESP is essential to design teaching materials in meeting students' needs. Thus, when 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. If the process of English teaching in a Vocational School does not apply ESP as an approach to meet students' needs, there will be a condition that the English taught to the students will be useless because of the gap between the English materials

and what the students need about English as an international language related to a vocational purpose that they have.

In this case, a teacher has a responsibility to facilitate students in learning in the classroom. As someone who knows well what students need in learning process, a teacher has a right to take a decision about teaching materials which will be presented to the students, teaching methods in the classroom, and evaluation that will be had by the students. Thus, if teachers find that existing materials do not fulfill their students' needs, they should develop the teaching materials in order to meet the students' need; particularly for students of Vocational School because of a certain vocation that they focus on.

From the background above, it was suggested that teachers have to develop reading materials based on students' need –vocational purpose as an application of ESP. By being provided reading materials based on a vocation that they focus on, the students will get easier to understand the text and get more interested in reading it.

B. The Problem of Study

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

“How does teacher develop reading comprehension materials for improving students' achievement?”

C. The Objective of Study

The objective of this study is to develop reading text materials for vocational school.

D. The Scope of Study

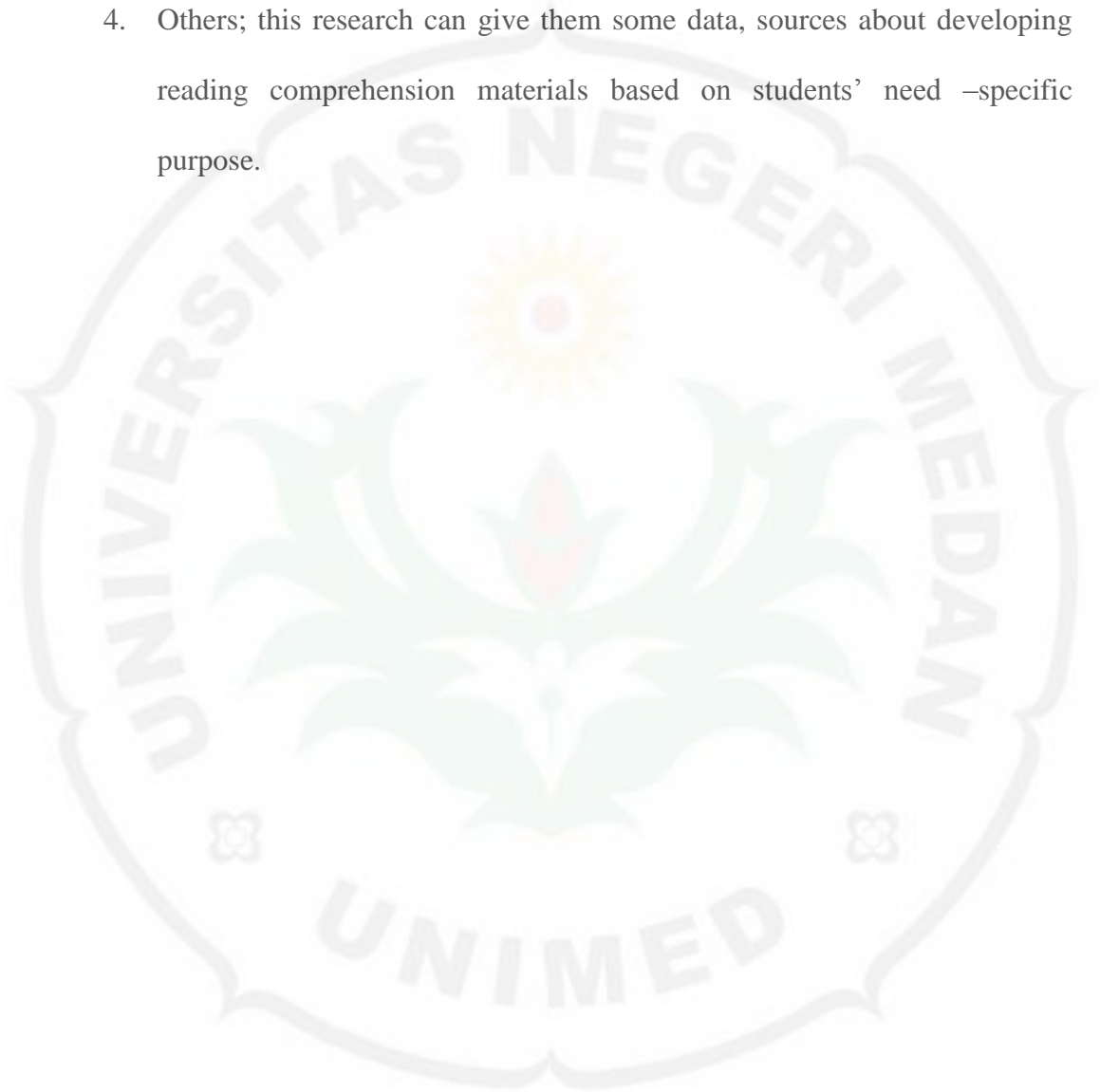
The developed materials are based on students' need –specific purpose; the materials will be applied in the third grade of Vocational School – Department of Culinary Art, and the skill that will be concerned on is reading comprehension, particularly in procedure text.

E. The Significance of Study

This research is expected useful for these people.

1. **Writer;** by having this research, the writer can develop and enrich knowledge about the importance of materials for students in learning process, and how to develop materials in increasing students' achievement on reading comprehension.
2. **Teacher;** through this research, teacher can find the effect of using authentic materials in teaching reading comprehension to students, and teacher can get some important steps to provide authentic materials for students.
3. **Students;** through this research, students can increase their motivation and mastery of reading comprehension by learning authentic materials which they need based on specific purpose that they have.

4. Others; this research can give them some data, sources about developing reading comprehension materials based on students' need –specific purpose.



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