

## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

Teaching materials are the resources which a teacher uses to deliver instructions. O'Neill (2003) emphasizes that teaching materials help a teaching and learning process. They can influence the interest of learners to study the subject. In many cases, teacher and students rely heavily on textbook which determines the components and methods of learning. Students learn what is presented in the textbook, and the way the textbook presents the materials is the way students learn it. Thus, materials become the center of instructions, and one of the most important influences on what goes on in the classroom.

Materials are absolutely related to skills of language, including in teaching English as a foreign language. As one of the four major skills, reading is an essential skill for students. It is the most important skill to master in order to succeed in learning English because reading skill can support the development of the knowledge and provide the proficiency to get information. In the syllabus of grade XI for vocational school, students in the first semester need to learn narrative, discussion, and procedure text. Procedure text plays important role in reading. It is one of the genres which is suitable for vocational school goal since procedure is a type of written text which functions to direct the steps of how to accomplish a task or job.

The researcher will conduct this research at SMKN Pertanian Pembangunan 1 Kualuh Selatan in grade XI at Labuhan Batu Utara. The researcher choose the students in grade XI as the subject research because based on the syllabus the students of agricultural vocational school only learn about procedure in grade XI and also there is no research which is conducted yet about development of English reading materials in grade XI in this school.

Based on the researcher analysis on their teaching materials, it is found that the materials are not specified for agricultural vocational students. In fact, students of agricultural vocation are taught by using reading materials which are not related to agricultural particularly found in procedure text. In their textbook, they are taught a procedure text of how to make a cake, and how to make chocolate. Then they are asked to answer questions about those text. Actually it is not relevant for the students of agricultural in vocational school. Further, based on researcher observation, students of SMKN Pertanian Pembangunan 1 in grade XI have to learn a vocation subjects, it is agribusiness for gardening and students have to master how to do fertilization, irrigation, and shading. Thus, actually students need the suitable English reading materials related to their vocation to motivate them in learning English and master the skills.

Vocational school is concerned with preparing students' ability in their major for working in the future, which means that the students of vocational school have to learn English for Specific Purpose (ESP) that is related to their

targeted job in the future. It is stated in the content standard of the national education standard board or *Badan Standar Nasional Pendidikan* (2006), the purposes of English subject in Vocational School are: (1) to master the basic knowledge and skill of English to support the students in achieving the competency of their expertise program; (2) to apply their knowledge and skill of English to communicate in both spoken and written communication. Further, it is also stated on Permendiknas number 23 in 2006 about standard of competences of alumnus in Vocational school that they have to master their vocation in order to fulfill their targeted job or continue their study in University.

In English, there is a term of English for Specific Purposes (ESP). ESP needs to be taught because it is about how to teach the learners suitable materials based on their needs. The specification of English will help the learners to master English as they need in term of specific purpose they have (Hutchinson & Water, 1986). Through ESP, students will find some teaching materials which are related to their vocation. Further, Mirza (2010) states that developing reading materials has long been one of the main targets of the language teachers across the world. Thus, it will be interesting for the students to read the text, and finally they will be motivated to learn English and enrich their knowledge about their vocation.

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 eleven of agricultural vocational high

school (SMKN Pertanian Pembangunan 1 Kualuh Selatan), particularly procedure texts.

### **B. Problems of Study**

Based on the background above the problems of study are formulated as follows:

1. What procedure reading text materials are suitable to the needs of students in grade XI of agricultural vocational high school?
2. How are the English reading materials appropriately developed for the students in grade XI of agricultural vocational high school?

### **C. Objectives of Study**

Based on the formation of research problems, the objectives of this study are:

1. To analyze the reading materials which are suitable to the needs of students in grade XI of agricultural vocational high school.
2. To develop the reading text materials for the students in grade XI of agricultural vocational high school.

#### **D. Scope of Study**

The materials that will be developed are based on students' need and students' specific purpose. The materials will be taught to the students in grade XI of Agricultural Vocational High School, and the skill that will be concerned on is reading comprehension, particularly procedure text that identifies something works or how to do the instruction manually.

#### **E. Significances of Study**

These findings of the research have theoretical and practical significances. Theoretically, the findings add up more horizon in theory of English for Specific Purposes (ESP) related to the areas on how to develop reading materials to English for Specific Purposes learners. In addition, the findings can be references for further studies. Practically, the findings are useful and relevant for the students to support their needs and motivate them in learning reading comprehension. Moreover, these findings are useful for the teachers to provide authentic materials for their teaching and for other researchers to get relevant references for further studies.