

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking, Berardo (2006). However reading always has a purpose. 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. The reason for reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context.

Reading has many benefits to the learners. Thanh (2010) mentions several benefits of reading for learner, such as: for pronunciation improvement, for vocabulary enrichment (readers can gain a vast vocabulary and essential knowledge), 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.

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 N 1 Kisaran is School-Based Curriculum or

“Kurikulum Tingkat Satuan Pendidikan” (KTSP). The curriculum have main concern on the improvement of the students’ competency. This curriculum is 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 in mastering the four language skill, particularly in reading skill. It means that though reading is one of the most important skills of those. Reading is the ability to draw meaning from printed page and interpret the information approximately.

An important goal of reading instruction is to help students to become strategic readers, in the sense that they will be able to use effective reading strategies to gain better comprehension. This is line with the objectives of reading instruction in senior high school is to develop the students reading skill so that they can read English texts effectively and efficiently (curriculum, 2006).

In fact, a research on reading skill in Indonesia has shown that the students’ skill particularly in reading comprehension are still far from satisfactory. PISA (the program for international students assessment) that is held by OECD (the organization for economic cooperation and development) in 2009 was stated that Indonesian students’ achievement especially at the age of 15 is regarded low in reading. They just read without any abilities to relate the content of their reading text with their background knowledge. This case indicates that Indonesian students especially Senior High School has low ability in reading skill. It is supported on the other researcher’s experience.

In SMK N 1 Kisaran especially for culinary art students, they had different materials from the general school since their learning was related to the culinary art. In fact, even they used the different textbook with the general school, vocational textbook but the materials of the textbook was quite same with the general schools. It consisted of general materials specially for reading materials and different topics with their own major.

Based on the research's observation at SMKN 1 Kisaran, the materials delivered and used in this school did not improve the students reading skill effectively and did not help the students much in the future work. In fact, students who take a vacation of culinary were taught by using teaching materials which were unrelated to the culinary.

It is can be seen by the book that government distribute to the schools for students handbook. Specifically in SMKN 1 Kisaran, the English reading materials they use is "Get Along With English" publish by Erlangga, in 2010. There is no know about the object of the text so the students are not interested to learn about it.

Actually, the students having vocational of culinary need to study English to support their vocational, 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.

English is required for many specific purposes. 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 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 this case, teachers should take notice of designing teaching materials based on students' needs related to the vocations that the students focus on. A teacher has a responsibility to facilitate students in learning in the classroom. It was suggested that teachers have to develop reading materials based on students' need –vocational purpose as an application of ESP. Based on the above explanation, the researcher is interested in Developing Reading Text Materials for The Tenth Grade Culinary Art Students of SMKN 1 Kisaran.

B. The Problem of the Study

Based on the research background, the research problem is formulated as the following: How to develop English reading materials for the tenth grade culinary art students of SMKN 1 Kisaran?

C. The Objective of the Study

Concerning with the problem mentioned above, the objective of the study is to develop the teaching reading materials for the tenth grade culinary art students of SMKN 1 Kisaran. In other words, what is actually the knowledge oriented and skill, based on the KTSP curriculum and material development for the culinary art students at SMKN 1 Kisaran.

D. The Scope of the Study

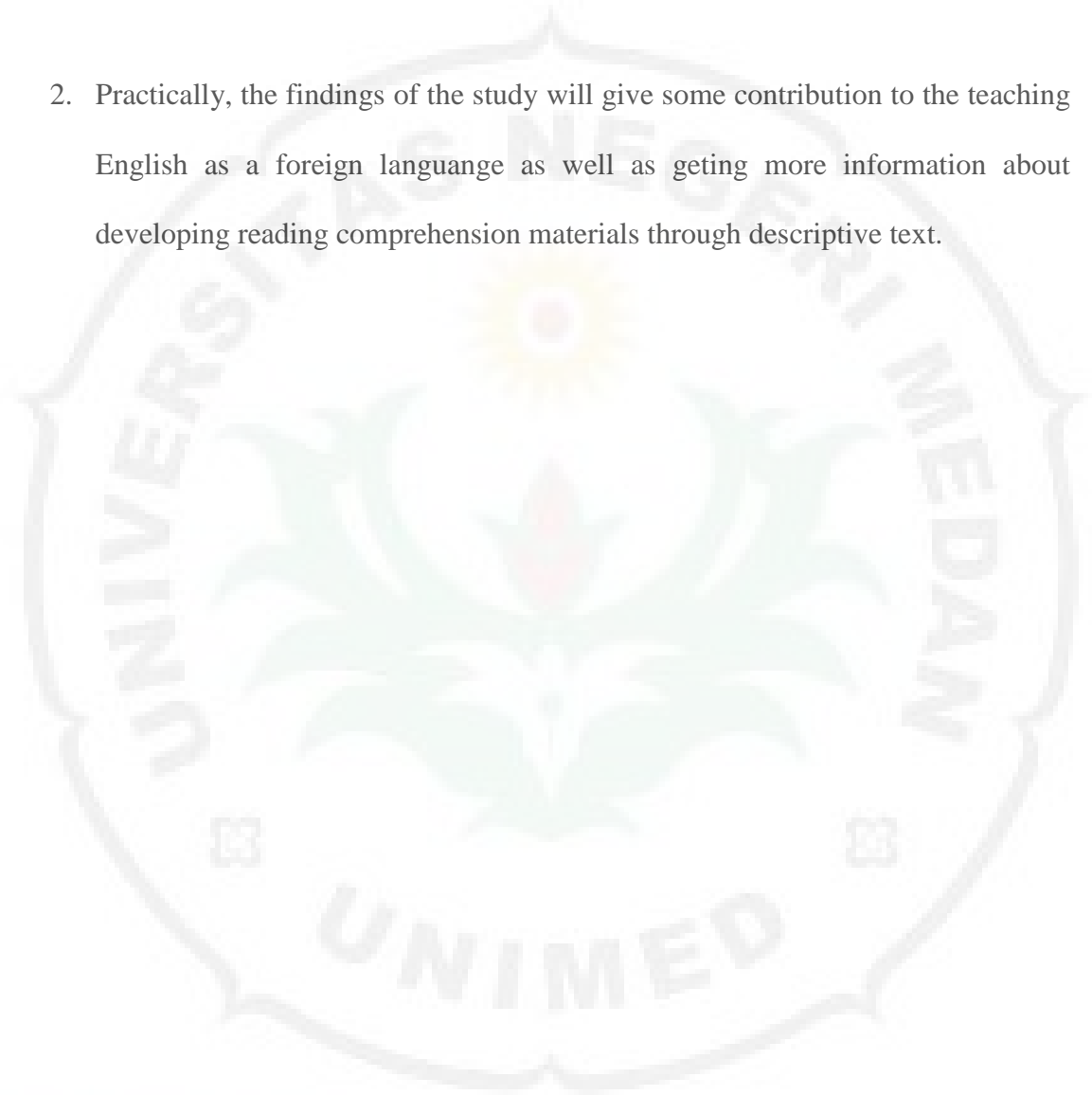
The scope of the study is limited to the descriptive text for the first year of SMKN 1 Kisaran based on the curriculum in reading comprehension. In other words, the study is focused on developing of ESP materials for the students of vocational school particularly in the Department of Culinary Art.

E. The Significance of the Study

The findings of this research are expected to provide beneficial information theoretically and practically for English teachers of Vocational School Culinary Department. It can be described as follows:

1. Theoretically, the findings of the study will extend and enrich the horizon in theories which related to the areas to investigate the English reading materials that needed for the Tenth Grade Culinary Art Students of SMKN 1 Kisaran according to the student needs and also on how to develop English reading materials for vocational students.

2. Practically, the findings of the study will give some contribution to the teaching English as a foreign language as well as getting more information about developing reading comprehension materials through descriptive text.



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