

# CHAPTER I INTRODUCTION

## A. Background of the Study

In Indonesia, beside Senior High School there is also a level of education it is Vocational High School level which is having specific study programs and specific subjects. Vocational school is different with Senior high school as well as in the knowledge and each of goal. Vocational school is concerned with preparing people for work and with improving the training potential of the labor force. It covers any forms of education, training, or retraining designed to prepare people to enter or to continue in employment in recognized occupation. The purpose why vocational high school has been specified it is because the school will prepare the students for having a career or job based on the specific applied skills. To achieve this purpose a vocational high school gives a learning experience and adequate exercise to build a professional capability in science and technology through specific programs. For example a student of vocational high school in Dressmaking Study Program will get many subjects related to fashion and students in vocational high school Culinary study program will get many subjects related to food and beverage, even though in vocational high school and other level of education have different subjects but there is one subject that always be taught in every level of education, that is English subject.

There are four skills in learning English. They are listening, speaking, reading and writing. In this case, the learners are required to comprehend (listening and reading), the language produce (speaking and writing) the language.

Its skill has different meaning but has the same purpose, which is increasing the creativity of language. They are needed by the students as the good skill in improving their knowledge in English, especially reading.

In Senior high school, students learn about grammar and expression as well as of phonetics and provide a stronger or weaker basis for possible later language studies. Meanwhile, in vocational school, students ought to learn English based on their need. So, the teacher must applied English for Specific Purposes and authentic materials in English teaching.

Teaching materials are the resources which a teacher uses to deliver instructions. Teaching materials help a teaching and learning process (O'Neill, 2003). 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 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. In the syllabus of grade XI for vocational school, students need to learn some genre of text, one of them is procedure text. Procedure text plays important role in reading. This genre 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. And also students of

vocational school have to learn English for Specific Purpose (ESP) that is related to their future targeted job.

English for specific purposes is a part of English Language teaching with implication to design syllabus and material as well as its present and evaluate. ESP is centered on the language appropriate to the activities of given discipline. According to Hutchinson and Waters (1987:19), “ESP is an approach to language teaching in which all decision of contents and method are based on the learner’s reason for learning”. On the other hand, ESP is the way how to teach English with approximation method for specific purposes. It is not focus on the kinds of language. It means that ESP brings into line what field the learners need. For example, English for doctors, lawyers, tourism and nursing, architecture, accountant, medical scientist, civil engineering, etc.

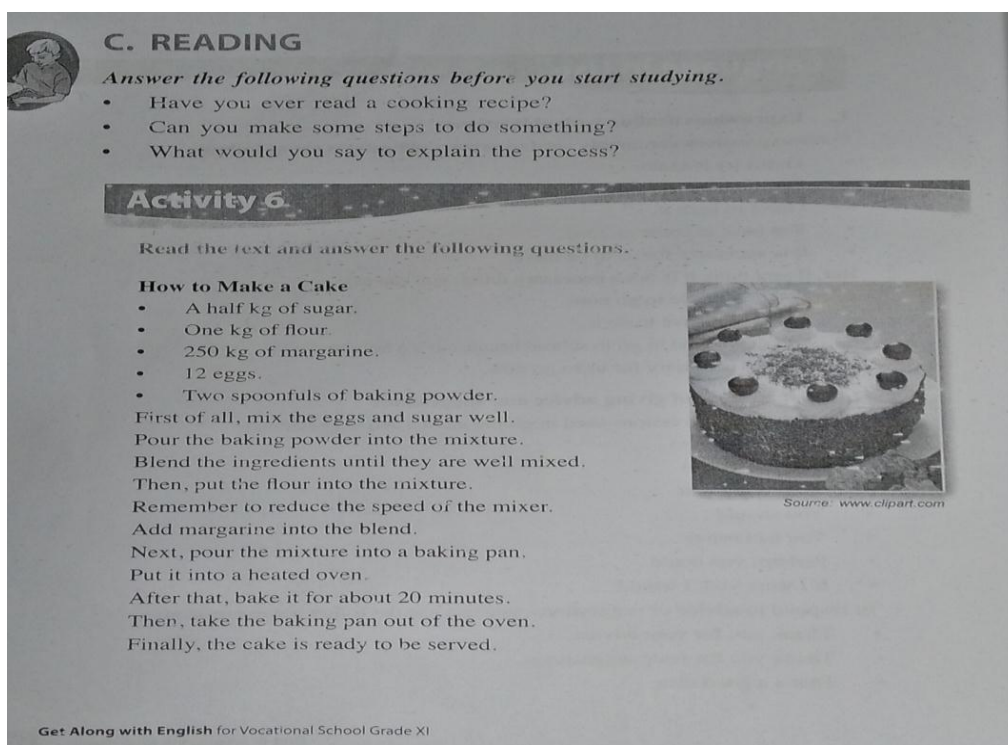
Hutchinson and Water (1987: 16) decided English for Specific Purposes into two; those are English for academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP involves English for Academic Science and Technology (EST), English for Academic Medical Purposes (EMP), English for Academic Legal Purposes (ELP) and English for Academic Management, Finance and Economic. Meanwhile, EOP includes English for Professional Purposes (English for Medical Purposes and English for Business Purposes) and English for Vocational Purposes. (Bojovic, 2006: 488)

Both on English for Academic Purposes and English for Occupational Purposes are aimed to improve the learner ability in master English. But, the teaching materials in English for Academic Purposes are made based on learner

needs. Meanwhile in English for Occupational Purposes, the teaching materials should be based on learner's occupational reasons. English for Academic Purposes applied for fulfilling students' needs and it sees as vocational school in Indonesia.

But as author's observation on SMK Swasta Bandung-2, the materials that deliver and use in the school are not proper to students' needs. In fact, students who take a vocation of light vehicle technique are taught by using materials that unrelated to vehicle. One of the phenomena is the students learn about procedure text.

Here are the facts which have been found in student's textbook.



**C. READING**

*Answer the following questions before you start studying.*

- Have you ever read a cooking recipe?
- Can you make some steps to do something?
- What would you say to explain the process?

**Activity 6**

Read the text and answer the following questions.

**How to Make a Cake**

- A half kg of sugar.
- One kg of flour.
- 250 kg of margarine.
- 12 eggs.
- Two spoonfuls of baking powder.

First of all, mix the eggs and sugar well.  
 Pour the baking powder into the mixture.  
 Blend the ingredients until they are well mixed.  
 Then, put the flour into the mixture.  
 Remember to reduce the speed of the mixer.  
 Add margarine into the blend.  
 Next, pour the mixture into a baking pan.  
 Put it into a heated oven.  
 After that, bake it for about 20 minutes.  
 Then, take the baking pan out of the oven.  
 Finally, the cake is ready to be served.

Source: www.clipart.com

Get Along with English for Vocational School Grade XI

Unfortunately, this text and task is not related with students' needs in Light Vehicle Technique study program, the matter is about text materials. The students in Light Vehicle Technique study program are expected to be good workers and

engineers in the future. So, the students are taught with the materials related to machine and vehicle meaning that the reading materials should be based on their needs.

In this case, a teacher has a responsibility to facilitate students' learning in the classroom. As someone who knows well what students' need, a teacher has a right to take decision about teaching material which will be delivered to students, teaching methods, and evaluation for students. If teacher find that existing materials do not proper or fulfill students' needs, they should develop that teaching materials in order to find what students' need.

It is suggested the teacher have to develop reading materials based on students' need on vocational purposes as application of English for Specific Purposes. By designing materials based on their focus, so the students will get easier to understand the text.

The development of reading materials is started by gathering information from students and teacher, analyzing students' need of light vehicle technique students, designing materials, validating the materials to experts (teacher and validator), revising the materials based on experts' suggestions and the materials have developed.

## **B. The Problems of the Study**

By seeing from the background of the study above, the problem of study formulated as follows :

1. What are English reading materials which are appropriate for students of Light Vehicle Technique?
2. How to design English reading materials, which are appropriate for students of Light Vehicle Technique?

### **C. The Objectives of the Study**

As mentioned in the problems of the study, the objectives of this research are :

1. To develop the English reading materials which are appropriate for students of Light Vehicle Technique study program.
2. To design English reading materials which are appropriate for students of Light Vehicle Technique study program.

### **D. The Scope of the Study**

The scope of this study is developing English reading materials based on English for Light Vehicle Technique on SMK Swasta Bandung-2, Light Vehicle Technique study program. It will be applied for the second grade. This study will be concerned on reading comprehension skill, especially procedure text.

### **E. The Significances of the Study**

The result of this study are expected not only to be merely data aggregation but something more advantageous theoretically and practically. It can be described as follows:

Theoretically, the result of this study can be reference for those who are interested in developing English reading materials.

Practically, the writer expects this study will be useful for:

1. The students; hopefully this study can improve their motivation in learning English and through this research the students can comprehend reading materials that are based on their needs.
2. The teachers; this study is aimed to help teacher find advantageous information based on the contents and the findings of this study, which is related to developing English reading materials.
3. 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.