

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of tools of communication that is used to express ideas, opinions, and feelings in oral or written ways. Through language, the knowledge can be shared and transferred, the messages can be transmitted. One of the language which is often used in communication is English because it has become an International language that people use the most in the world. In short, almost all of human activities are conducted through the use of language.

In Indonesia English has been used as a foreign language. English is consists of four skills which have to be mastered by the students, they are listening, speaking, reading and writing. In this case, the learners are required to comprehend (listening and reading) the language and produce (speaking and writing) the language. In teaching the language, between comprehending the languages as well as producing the language are exactly having a relationship. Before producing the language, students need to have some vocabularies; those vocabularies are gotten by the process of comprehending the language. Among the four language skills, reading is one of skill that should be learned well by the students because by having reading skill they will be easy to get information, knowledge, and science. Grabe & Stoller in Hamzah (2017) elaborate that reading is a way to draw information from printed page and interpret the information appropriately. Meaning that, the students will find out the information from the text as efficient as possible.

In order to document the extent of students' problem in English reading materials of procedure text, an observation was conducted on the 26th of April in 2017 to Grade XII students of State Vocational High School 10 Medan. The English teachers there, used one textbook to initiate teaching and learning activities because the school implemented the Curriculum 2013se the book only provided by the government. In the term of contents, the materials and vocabularies in textbook provided by government can not build the vocational students' skill. It is proven by the data taken in chapter 15 in which one of the reading materials, genre of procedure text, does not meet the students' needs and can not build the students' skill. The data is as follow:

How to Breed Leopard Geckos

1. Get a male and female leopard gecko.

The males have hemipenial bulges below the vent whereas females do not. Males and females both have a V-shaped row of scales above the vent but only the male's scales here are hollow and produce wax. This wax is for scent marking their territory.

2. Prepare a large cage for the male and female to live in together.

Geckos can be kept together without the need to separate them unless you see major aggression. It is sometimes normal when first introducing a male and female for there to be a little squabbling, but this usually stops within the first week. Breeding should occur within a week.

For a pair you will need at least a 20 gallon long tank. You may also choose to house one male with 4-5 females; add 10 gallons of space for each additional gecko. If you see major drama/fighting, separate the pair. You'll want to confirm they are not both males. If one male and one female, you can reintroduce them again later.

3. Get the incubator ready for the eggs and provide a lay box.

You can use a plastic sandwich container with a lid for this purpose. Cut an entry hole on one side and fill it with damp moss (This can be used as the moist hide too).

4. Ready the laying box to put in the cage.

Females dig to lay their eggs, so you will provide a place for them to dig. In about 4 to 5 weeks, the female will lay her eggs. Normally, you will see

her digging in the laying box and laying the eggs in pairs. It will be easy to tell she has laid the eggs, particularly since she will be much thinner.

5. Place the eggs in the incubation medium.

Remove them from the laying box and be careful not to rotate or jiggle the eggs. After 24 hours of being laid, the embryo inside attaches itself to the side wall of the egg. Rotating or jiggling this egg could cause the embryo to come loose and drown inside, killing it. If you want girls, set the incubation temperature 80 to 85 degrees; if you want males, set the temperature 90 to 95 degrees, and if you want a mix, set the temperature in the middle!

6. Observe the developing embryos.

After a few weeks you will be able to "candle" the eggs using a small flashlight. You don't have to touch the eggs, just take them into a dark room and shine the light as close to the shell as you can. You should see pink inside with red blood vessels. The further along the eggs are, the more you will also see the baby inside as a dark mass. After around 60 days, give or take depending on the incubation temperature, the eggs should hatch.

7. Have tiny crickets readily available.

Babies will start eating insects within a day or two of being hatched.

(Source: <http://m.wikihow.com/Breed-Leopard-Geckos> - with adaptation)

Then, the materials of procedure text were irrelevant to the basic competence that the students are expected to catch the meaning of the text in recipes and manual form. Besides that, most of the students were unmotivated in reading the text. At the beginning the students were asked to tell their interest in learning English especially in reading texts, and they said that they got bored in reading the text because the reading materials were hard to understand and many difficult words they got in text which make the students were passive in classroom. These problems presupposed that English should be specialized to support their vocation and to make them more understand in comprehending the text. 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.

Besides the materials, tasks also take roles to initiate teaching and learning activities which motivate the students to be more active in class. Harmer (2001) states that the English teachers should emphasize that reading is not a passive activity, make the students understand the arguments and predict what will happen right after they read, encourage the students to respond not only to the language itself, but also to the content of the texts, match the tasks to the topic and also exploit the texts. Those principles of teaching reading proposed by Harmer (2001) may lead the English teachers to teach reading skills through tasks which provide active learning. Here, Task-Based Language Teaching (TBLT) approach can be applied in teaching reading since TBLT promotes active learning through tasks in the real world context. Moreover, Prabhu (1987) deserves credit for originating task-based teaching and learning based on the concept that effective learning occurs when the students are fully engaged in a language tasks rather than just learning the language.

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 (Stevens in Hui Lin, et al, 2013). Students will find teaching materials which are related to the vocation that they have through ESP. Therefore, the students will be interested to read the text, and the text will enrich the students' knowledge about their vocation. The presence of Vocational High School nowadays makes many

students interested to study there, especially for them want to get the job easier. For example in Indonesia, the graduates of Vocational High School are expected to have a qualification as candidate of employees that have a certain skill based on their competence. Meanwhile to fulfill that willing, the Vocational High School students should comprehend their course and master the skill that they have based on their study program competence.

In addition, Indonesia has also Vocational High Schools which teach the students in accordance with the interests of the students. There are various courses offered such as dress making, multimedia, hospitality, and even Culinary Art. Culinary Art is a study program where the students are able to process the food and beverage with good. Besides being able to cook, the students of Culinary Art should be able to understand the recipes written in English. This achievement can be assisted through the reading text materials used by students in school. If the reading materials used in schools meet the students' needs, the students will be easier to apply this skill in reality. In designing English reading materials, the English teacher should be able to build the students' skill as recognize words in its spoken or written form and relate it to an appropriate object or concept.

The way to help the students to build their skill in comprehending the reading text material is by developing the reading text materials and the tasks. This can effectively develop the students' competence as reader because it is developed based on the students' needs and this can make students more active through tasks. From the fact above, it is important to develop reading materials based on the students' needs as an application of ESP.

B. The identification of the problem

Based on the background of the study above, the problem can be identified as follows. First, In Vocational High School 10 Medan, the English teachers only use the textbook distributed by the government that is “Buku Bahasa Inggris” published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, in 2015. The English reading materials of procedure text cannot build the vocational students’ skill, Culinary Art’s students. It can be seen from the texts and the vocabularies do not really meet the students’ need because they are going to face the real working field after graduating from schools which makes them should learn English based on their needs. In this case, the reading materials of procedure text in textbook show how little the exposures that the students receive especially those dealing with their expertise on Culinary Art.

The problem then comes from the basic competence which is not relevant to the materials of procedure text that the students are expected to catch the meaning of the text in recipes and manual form. It is proven by the data taken in chapter 15 in which one of the reading materials, is not relevant to the basic competences; How to Breed Leopard Geckos, a sequence trip to botanical garden, and the steps of wet combing.

Then, most of students were unmotivated in reading. This may be happen because they did not understand the writer’s intention, especially the terms of language are unfamiliar to the students and the students always ignore the difficult words because they are lazy to find out the words in dictionary. These problems presupposed that reading English materials of procedure text should be

specialized to meet the students need and reach the students' interest in reading the text.

C. The Scope of Study

The material development is based on the students' needs; it will be applied in Grade XII students of Culinary Art Study program in the second semester of Vocational High School in SMK N 10 Medan. The skill that will be concerned is reading, particularly in procedure text related to Culinary Art.

D. The Problem of Study

The problem of the study is formulated as the following: How should the English reading materials of procedure text be developed based on task based language teaching to meet the students' needs of Culinary Art in Vocational High School 10 Medan?

E. The Objective of Study

The objective of this study is to develop English reading materials of procedure text based on task based language teaching to meet the students' need of Culinary Art in Vocational High School 10 Medan.

F. The Significance of Study

Findings of research are expected to be useful theoretically and practically. Theoretically, this research is hoped be useful in the effort to develop the science, especially in the development of theories of English for specific purposes. It will be very valuable for the teachers to enhance the teaching of English for specific field. It can also serve as a source of references and valuables information for future researches.

The practical value, it will give some ideas and thoughts to communicate effectively and efficiently to students take it as a course of subject. This research is hoped to be use as guidelines for teacher in teaching English for Culinary Art and other teachers as well, in their attempt to develop specific materials as related to the students' field of study. So, the findings should be very useful and become a sample of how teaching materials can be directed to the students' needs. Also, for the teachers, it is expected that the findings will arouse the other English teachers in term of promoting the relevant materials based on students' specific needs.

