

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesian government nowadays supports development of the vocational high schools. Government strengthens the role of vocational high schools as a way to decrease the level of unemployment. Vocational high schools are considered as one of the education institution which mission is preparing the graduates that are able to charge the job field and qualified to face the global competition without entering a college. Vocational high schools offer students the opportunity to get the job based on the major they want. In vocational high schools, there are many majors which designed to train the capability of the students so they can choose each major, adjust the major they want, and then taught based on the major materials specifically so they thoroughly master on their future job fields.

English is a compulsory subject taught in vocational high school. Based on BSNP (2006), English in vocational high school is aimed to improve knowledge, attitude, and skills of the students in order to equip them to live autonomously and to continue their education based on their skill programs. It also mentioned that the graduates should be able to maintain communication based on their workplace condition. SMK Farmasi-YPFSU Medan is one of the vocational high schools which concern on Pharmacy major. The curriculum used in SMK Farmasi-YPFSU Medan is *KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006* which has

main concern on the improvement of the students' competencies. The students must pass the three standard competencies provided by the curriculum such as novice, elementary, and intermediate. Grade eleventh students especially at elementary level has to pass the novice level. The three levels of English in vocational high school should be passed to reach the goal of English.

By mastering English, students can increase their value and more appreciated in the job field. To achieve this objective, one of the important things to help the students learn English is the materials. Unfortunately, the English materials that provided by the government are too general. The English materials taught to vocational high school students ought to be more specific compared with the other educational institutions. It is related to the purpose which students want to achieve. It means that vocational high school is undertaking the ESP which has the specific purposes in learning English. The specification of English will help the learners to master English as they need in term of specific purpose they have (Hutchinson and Waters,1987).Also in fact, the students' needs of English are different, especially for vocational high school. Hutchinson and Waters (1987:53) state that what distinguishes ESP from General English is the awareness toward the students' needs. That is the reason why vocational high school should applies ESP regarding the specific purpose of each major because of ESP, students will have the materials which are related to their major.

English language is generally taught in terms of the 'four skills': listening, speaking, reading, and writing. Reading, as one of those skills, is an important skill for students because reading will improve the ability to understand words and

improve thinking, enhance creativity and also get acquainted with new ideas, new things, new information, new ways to solve a problem, and new ways to achieve one thing. “Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves, reading is the main reason why students learn the language”(Amirin and Reza, 2013). Since reading skill is of utmost importance, the students need to master reading first because it can affect the other skills of learning English.

In the vocational high school, the reading materials should be based on students' major to convince that the English reading materials will support their future job in their job field later. Providing the relevant reading materials will be useful to facilitate the students to achieve the goal of learning. Reading materials can be provided in the form of a text. Reading text may provide opportunities for students to study the target language better. It means that to have a prior knowledge about reading text, students should be provided the reading materials based on their needs.

In teaching-learning process, the students especially in vocational high school still use the general English textbook. As we know, the vocational high school must be different with senior high school that has the general one. The vocational high school students need the material that focus to their major in order to support their future job in their job field later.

Based on the researcher's observation of English teaching materials used in SMK Farmasi- YPFSU Medan, it was found that textbook as one of the teaching materials used in that school was not specified to the pharmacy program. The textbook they used is "*Get Along with English for Vocational School Grade XI Elementary Level*" published by Penerbit Erlangga, in 2010. In fact, the content of the reading materials in the textbook were unrelated to the pharmacy program especially the genre of procedure text which is about 'How to make a cake' and 'How to make the chocolate'.

Text 1

How to Make a Cake

- A half kg of sugar
- One kg of flour
- 2.5 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 mixer.

At margarine into the blend.

Next, pour the mixture into the 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.

Text 2

How to Make Chocolate

Have you ever wondered how people make chocolate? In this article we'll enter the amazing world of chocolate, so you can understand exactly what you're eating

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pineapple

Inside the fruit are tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to a chocolate maker. The chocolate maker starts by roasting the qualities and flavor, so they are often **sorted** and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of ground to make it liquid. It tastes bitter. All seeds contain some amounts of fat, and cacao beans are not different. However, cacao beans are half-fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

The data show that the reading materials in the textbook are inappropriate to the grade eleventh students in SMK Farmasi-YPFSU Medan. The materials aimed to direct the steps about making food. The result is they thought reading is difficult, uninteresting, and unnecessary because the vocabularies are not related to their major so they think it will not affect their future job. The English reading materials were not facilitate the needs of students with the relevant materials. There was a gap between the materials and their prior knowledge.

Teacher teaches the materials that does not support to their major. Teacher has to teach the appropriate English reading materials based on the students' need since SMK Farmasi-YPFSU Medan's grade eleventh students learn English for general purposes from the textbook. Students have to learn English which is related to their major which consists of the pharmacy topics as reading material such as how to make ingredient of medicine, how to use the medicine, etc. So, the students can learn effectively in the class and the knowledge they get from the materials can be applied based on their expertise in their workplace later.

Meliawati(2014) and Nitiasih(2014) also found the same case about reading materials in their study. It was found that the English materials which were used to teach the students with different programs was exactly the same and

the materials still dealt with general topics in English. The students did not learn English based on their needs. In other words, the English materials did not support their English based on their expertise program. Further, Mirza (2010) found that developing reading materials has long been one of the main targets of the language teachers across the world. Students consequently learnt better if the materials facilitated their needs. Thus, students were expected to read better, and felt interested as well as motivated to learn English and enriched knowledge about their vocation.

Concerning the background above, the researcher would like to conduct a research by using Research and Development (R&D) design to develop the appropriate reading materials for the grade eleventh students in SMK Farmasi-YPFSU Medan. The development is based on the students' need especially reading that relate to their major and to help them enrich their capability in comprehending the reading materials which hopefully can improve their reading skill that will be beneficial for their future job.

B. The Problem of the Study

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

“How to develop the appropriate English reading materials for grade eleventh students in SMK Farmasi-YPFSU Medan?”

C. The Objective of the Study

The objective of the study is to develop the appropriate English reading materials for grade eleventh students in SMK Farmasi-YPFSU Medan.

D. The Scope of the Study

In teaching-learning process, the materials can be used in the form of textbook, handout, workbook, etc. However, the researcher decides to focus only on the textbook. This research is focus on developing English reading materials in the textbook for grade eleventh students in SMK Farmasi-YPFSU Medan. The developed materials are based on students' need and the skill which will be concerned on is reading comprehension, particularly procedure text.

E. The Significance of the Study

The findings of the study are expected to give theoretical and practical contributions, as follow:

1. Theoretically, the findings of the study will extend more horizons in the theories which related to develop the reading materials in the same area.
2. Practically, the findings of the study can be used as reading materials by the English teachers to teach the students in SMK Farmasi-YPFSU Medan and to enlarged the students' English competency and reading skill by using appropriate materials for the students which is relevant to their major and their prior knowledge and for students the findings are useful to support their needs and motivate them in learning reading comprehension.