

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Based on the standard of content of the School Based Curriculum or KTSP, there are four skills for teaching English. They are four basic skills in learning English, listening, speaking, reading and writing. As one of four basic skills, reading has its own characteristic. Reading provides people with some activities to comprehend a text. Through reading people can get a lot of knowledge, information, even problem solution.

Reading is an essential way in developing people knowledge. It is also one of tools in learning English and has been a part of classroom activities. Reading can help people to comprehend their environment. The teacher needs an appropriate and effective reading materials to help them teach the students effectively. The teacher has to design or develop materials carefully considering that learning materials are important to make the teaching learning process run well and to achieve the goal of the learning.

In Indonesia, there are two categories of secondary schools, namely the senior high school and the vocational high school. In a vocational high school, the students are prepared to be able to master a number of vocational skills needed for specific employment. Based on the structure of the curriculum in vocational education, it aims to improve the students' competence, knowledge, personality, character and skills in order to be able to continue their education based on their vocational study programs. In addition, the main difference between the

vocational high school and senior high school is the preparation for the students to get particular jobs soon after they graduate. This purpose is in line with the statements of Indonesian Ministry of Education (*Kemendiknas*) which has said that the main goal of vocational high school teaching and learning process is to enable them improve their professional skills (BSNP, 2006). For vocational high school students, the English materials should be developed based on the characteristics of each department or major without ignoring the standard competence (SC) and the basic competence (BC) in School-Based Curriculum (KTSP). In line with the aims of education in the vocational high school, English teaching and learning should have relevancy between the knowledge and the needs. Regarding these, the materials also need to be contextualized with the students' needs.

Based on the observation in SMK Bina Bersaudara 1 Medan, it is found that the English materials that have been provided by the school do not meet the students' needs especially in reading material. Based on the Risangsukmo (2015) developing the reading materials that meet the students' need is important to reach the goal of teaching learning process in the classroom. He proves the statement above with the result of research in SMKN I Sedayu that the students want the teacher to lead them in discussing a particular text related to their major and they also like to perform active participation within the classroom activities. So, Risangsukmo suggested can develop his/her own material based on the need analysis that they have conducted. Hutchinson and Water (1987:8) says that learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness

of their learning. This statement supports to the development of courses in which ‘relevance’ to the learners’ needs and interest. English is needed for a particular group of learners and it could be identified by analysing the linguistic characteristics of their specialist area work or study. It can conclude that English is also used for the specific purposes. The reading material in the textbook does not contain relevant input texts and technical terms that are needed by the students in Office Administration department. For example, the reading text in their book is the flight schedule.

A. Read the text carefully

B. study the flight schedule below then answer the questions that follow.

ARRIVALS				
Flight	From	Time	Gate	Status
25	Miami	5.00	6	On time
456	Madrid	5.05	4	On time
829	Bogota	5.15	7	On time
78	Paris	5.20	8	On time
233	London	5.35	9	On time
767	New York	5.40	10	On time
67	Dallas	6.00	11	On time

DEPARTURE				
Flight	From	Time	Gate	Status
3	Tokyo	5.10	1	On time
14	Boston	5.14	2	On time
712	Paris	5.30	14	On time
33	New York	5.45	5	On time

44	Rhome	5.50	21	On time
45	Boston	5.55	7	On time
9	Hong Kong	6.05	10	On time

Because the existing materials do not fulfil their needs since they only learn general English from the books used by the teachers, it is needed to develop relevant materials based on the students' major. The irrelevant material can cause the students' intention to read the texts on the books low, since they do not find any relevancy on what they learn and what they actually need. Khaefatunisa (2015) says that contextual learning is needed when teachers relate subject matter content to real world situations. Based on that statement, contextual teaching and learning involves making learning meaningful to students by connecting to the real world. It draws upon students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn and how they are assessed. Moreover, contextual teaching and learning builds activities in real-life and vocational contexts to which students can relate, incorporating not only content but the reasons why that learning is important. Actually the students of Office Administration program is emphasized to be a good officer or secretary in the future with knowing such as tools in office like cardex, ordner, etc. So students are motivated to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires as the principle in CTL.

Based on the stated problems, it is concluded that developing materials is worth doing. This research try to develop reading materials based on Contextual Teaching Learning approach that can be used in the English teaching learning

process. So, reading materials can facilitate students majoring Office Administration program in learning English. Throughout the reading materials students are supposed to learn English and can connected the material with the real world situation.

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

From the background, the problem of the study can be formulated as follow :

1. “How to develop English reading materials of descriptive text which are suitable for students of Office Administration program at SMK Bina Bersaudara 1 Medan?”

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

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

1. To develop relevant English reading materials of descriptive text through Contextual Teaching and Learning principles for students of Office Administration Program.

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

The scope of this study is the students in the first grade of SMK Bina Bersaudara 1 Medan-Office Administration Study Program. This study focuses on developing reading material of descriptive text based on Contextual Teaching and Learning.

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

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

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

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

1. The teachers; this study is aimed to help teachers find advantageous information based on the contents and findings of this study, which is related to developing english reading mateials.
2. 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.

