

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is the first foreign language. It is used in English classrooms but not in everyday communication. This condition makes difficult for Indonesian students, Hamra and Syatriana (2010). Not only that, In Indonesia also most schools are still using the textbooks as their main source of learning, students were studied by their textbook only. In a truth, not all of the students are really interested to read it. In this phenomenon can be caused the unsuitable the learners' reading materials textbook and learners' need. Based on Herlina (2012) teachers need to find materials which suits on the curriculum, that is based on the standard competence and the basic competence

Teachers of English need other texts/material for very clear reasons. Simplified readers are really designed to motivate learners to read more and thus become familiar with written English to improve reading fluency. The reading texts in low-level in their textbook, if there are any, are usually intended for language input and not for the development of reading abilities. This means that they are very often at a level below reading ability of the learners. In addition, these texts may not be relevant or appropriate for particular learners. .

Based on School-based Curriculum, the English materials for vocational high school should include the four skills: listening, reading, speaking and writing. According to psycholinguistics, human's mind have two categories in teaching learning process. The first category is concern to human's ability in comprehend the language. Human can comprehend the language by their ability in listening and reading activity. The second category is about human's ability while producing the language. Human can produce the language from word until the sentences by their speaking and writing's skills. Based on these reasons, the students do not understand the lesson from hearing the teacher's explanation only but also from reading their materials.

The students use the material as their source in teaching-learning process, especially in reading subject. The students need a good material to help them to understand the subject during the teaching learning process. The material should have a correlation with their need and necessity. The authentic materials; the English should be specialized, support their vocation, and relevant with the purpose of their vocation.

According to Curriculum 2013, English in vocational high school now is categorized as a compulsory subject. It means that vocational high school students must learn it and achieve the basic competences that have been listed according to the curriculum. The aim of the English teaching is to form students' language skills. Spoken and written languages are the basis of the learning language which means that the students have to master

both of them. Reading is the practice of using text to create meaning. Due to this idea, the students of vocational high school must learn some texts which refer to the use of language in real life situations. To reach the aim of teaching English, especially for reading, English in vocational high schools now use core competence and basic competence (CC-BC) to measure the students' achievement.

Based on Syllabus, the available text book there are two basic curriculum about narrative text, especially in narrative recount text, they are 3.11 and 4.15. In 3.11 basic competence, narrative recount text should analyze the social function, structure of the text and lexicogrammatical from short public figure biography which is appropriate with the context. In 4.15 basic competence, the students can comprehend the meaning from the short public figure biography.

In fact, this research found the teaching materials were not appropriate with their vocation. The students who take a vocation of fashion design were taught by using the teaching materials which are unsuitable with their majority in fashion design. Some topics in the textbook are "Life and Times of Ki Hajar Dewantara" and "The Last Leaf". These text shows that these materials are not appropriate with fashion design students' need.

The students need a material which can help them to understand the subject easier. The material should make the students will interest read it during the teaching learning process. The topic should make the students easier to catch the subject ,exactly appropriate with their vocation, such as

“The Biography of Ivan Gunawan”, and “The Biography of Dian Pelangi” as a professional designer in Indonesia. They still use the general topic in English reading material

From the reasons above, the researcher applied the ESP (English For Specific Purpose) in SMK N 8 Medan. ESP helped the researcher to develop the reading materials with suitable form for student's need and necessity. ESP was an approach to make a good material which appropriate with student's need.

Based on the background above, this research focused on developing reading material by using ESP form which had been applied in SMK N 8 Medan.

B. The Problem of the Study

Based on the background of the study above, the problem of the study is “what are reading materials of narrative text that had been developed which appropriate based on students' need of Fashion Design's Students at SMK N 8 Medan ?”

C. The Objective of the Study

In line with the problem of the study, the objective of the study is to develop the appropriate reading materials of narrative text based on students' need of Fashion Design's Students at SMK N 8 Medan

D. The Scope of the Study

The scope of this study focused on developing the materials based on students' need. The material had been applied in the Second Grade on second semester of Vocational High School-Department of Fashion Design 2017/2018, and the skill concerned on reading comprehension in narrative text, exactly in narrative recount.

E. The Significance of the Study

This research useful for:

1. Theoretically

This research helps the other researcher who have research which is related with the Developing the English Reading Material Topic. They can make this research as their supported material to their research which have the same topic.

2. Practically

This research is a source of reference for the students and the teacher, especially in SMK N 8 Medan. The students can know their result in this research, they can know how was their ability in English reading subject and the teacher can make this research as their reference to prove their material in teaching learning reading in narrative text which is appropriate with their students' need.