

## CHAPTER I

### INTRODUCTION

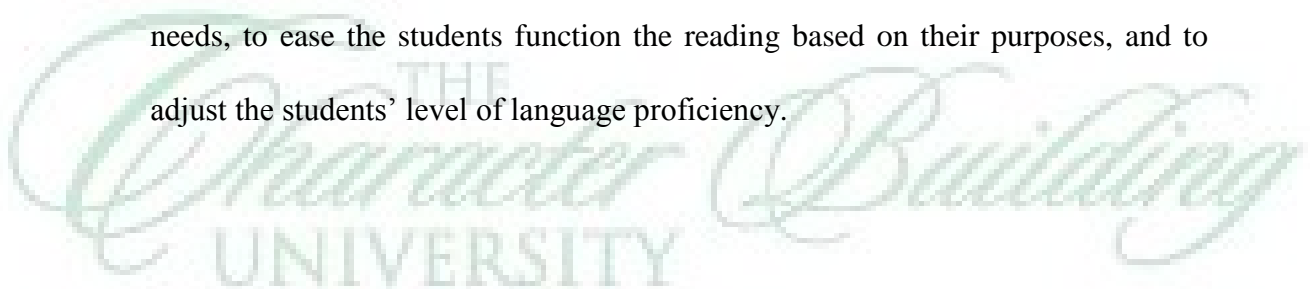
#### A. The Background of the Study

In Indonesia, English has been used as a foreign language. Amirian & Reza (2013) clarify “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 the students learn the language”. The meaning above showed that reading is the most essential skill which the students need to learn before learning others skill. English consists of four skills which should be mastered by the students, they are listening, speaking, reading and writing.

Among the four language skills, reading is one of the skill that should be learned well by the students because by having reading skill they will be easy to get information, knowledge, and science. Reading is defined as the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:9). Moreover, according to (Cline et al,2006) reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

In having a solid reading skill, the crucial thing needs to be concerned was the reading material. The selection of reading text is very important because the failure of choosing the materials will bring the students to the wrong guidance. In addition, (Hutchinson and Waters, 1986:121) state that the text which is given to students should be suited to their needs and interests. The content should not be contrary to the students' own cultural values because it seems that it is easier to read what is interesting and ideologically compatible than to read what is boring and ideologically incompatible. While in fact, most of students are too lazy to comprehend a text through having a reading activity. A long text or passage makes the students are so bored to read. Furthermore, the topic is not interesting for the students, the materials are not related to the students' environment, and the text has too-complex grammar.

Nuttall (1996) asserts that there are three main criteria of choosing the texts to be used in the classroom; they are suitability of content, exploitability and readability. Each textbook that is used in the classroom should cover the three criteria of choosing texts to gain the students' motivation and meet the students' needs, to ease the students function the reading based on their purposes, and to adjust the students' level of language proficiency.



There are three criteria that are used for choosing the texts in the classroom:

**1. Suitability of content**

Suitability of content refers to whether or not the text interests the students to read and whether or not the text is appropriate for student's goals in learning English

**2. Exploitability**

Exploitability deals with the condition whether or not the text can be exploited for teaching purposes, the purpose of the text should be exploited, and the skills or strategies can be developed by exploiting the text.

**3. Readability**

Readability concerns with whether the text is too easy or hard for the students and whether the structure of the text is too demanding or complex.

Actually, in Indonesia there are two kinds of secondary school which are fundamentally differentiated based on those needs and interests. They are general secondary school (SMA) and vocational secondary school (SMK). General secondary school focuses on knowledge expansion and skills improvement of students, and preparing students for further education while, Vocational secondary school focuses on the development of skills that apply to a certain specific occupation, and preparing students for employment as well as developing professional attitude. Considering this fact, the materials that are given to general

secondary students and vocational secondary students should be differentiated based on their needs and interests, including the reading text materials.

In the vocational school, the reading materials should be based on the students' purposes and wants. The reading materials must be based on the students' major to make sure English reading material will support their future jobs. The act of giving relevant reading text materials to the vocational secondary students is also demanded by the curriculum implemented, Curriculum 2013. The rationale of Curriculum 2013 development in Law No. 70 of 2013 on the Basic Framework and the Curriculum Structure of Vocational Secondary School and Islamic Vocational Secondary School states that the material reinforcement is done by deepening and expanding the relevant materials for students.

But what is happening recently that reading materials are not suitable for any certain vocations. It can be seen in the book that government distributes to the schools for students' handbook specifically in SMK N 8 Medan. The reading materials for the students are same with the material in senior high school. The students use "Buku Bahasa Inggris" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, in 2014. There is no material in the students' books which are representative to the students' need in reading materials which are representative to Cosmetics.

The explanations above are proven by the data that the reading materials especially in procedure text are not suitable with the Beauty study program. One example of the reading materials in procedure text that are not suitable with the Beauty program is:

#### How to make Orange Juice

##### “Steps/Methods”

- First, wash the oranges and put them on a cutting board
- Then, cut the oranges into halves.
- After that, prepare the handheld juicer and put the oranges on the juicer and squeeze them one by one.
- Continue doing this till all oranges have been juiced.
- If you want your juice without pulp use the sieve to take out all the pulp.
- Now, add 2 teaspoons of sugar and a pinch of
- Now, add 2 teaspoons of sugar and a pinch of cinnamon if you want and stir till the sugar and cinnamon has completely dissolved.
- Finally, your orange juice is ready to be served.”

The data shows that the reading materials are appropriate to the culinary program but inappropriate to Beauty study program. The students find the text hard to comprehend the difficult words like pulp, cinnamon, and sieve. The result is the students are not enthusiastic and interested to learn the reading materials, simply because the students think the text will not affect their Department and future job.

Based on Curriculum 2013, procedure text is one of the types of reading text that is learnt by the eleventh grade students of vocational secondary school. It can be seen from one of the basic competences of English subject stated in the syllabus is to respond the meaning of procedure text using oral and written text in the form of instruction manuals and tips (*4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips)*).

Additionally, procedure text is a type of texts which is often applied in the teaching and learning process of Beauty study program. It can be seen when the students learn how to make over, hair do, skin care, and so on. In addition, Procedure texts should be suitable to the students' need because reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also extends to the reader's motivations for reading, the reader's attitudes toward the text and topic, the reader's feelings of likely success or failure with text comprehension, and the reader's expectation that the information from the text will be useful (or interesting, or enjoyable) Grabe and Stoller, (2002:18).

Based on that reason, The solution for this problem was developing appropriate reading materials to the students of Beauty study Program of SMK Negeri 8 Medan. The researcher would create procedure texts materials for reading skill which are related to Beauty program students in order to meet the students' need in relation to students' major. The development of reading text materials which are conducted in order to give students the materials to motivate the students in reading and make the students are easier to comprehend the materials.

In this study, procedure text would be developed by considering the fact that the procedure texts used at the school are not suitable whereas procedure text should be mastered by them as stated in a syllabus. The development of reading text materials in procedure text is also conducted to fulfill the demand of Curriculum 2013 that the relevant materials should be given to the students. The

development will be conducted by selecting texts from internet and book and then adapting the texts to the students' need in order to provide suitable texts for the students.

### **B. Identification of the Problems**

Based on the background above, materials have a crucial roles in English Teaching-learning process. Good materials are those which meet students' need and interests. In this case, reading materials is one of the crucial things that should be related to the department students are in such as materials for the second grade students of Beauty program at SMK Negeri 8 Medan. In this study, there are some problems related to the teaching-learning process of reading materials at SMK Negeri 8 Medan, they are:

First, the students have low - motivation in learning reading materials because they were not interested in the subject of English. Second, the students were so bored to read because the text is long, the topic is not interesting and the text has too-complex. Third, the students' vocabulary was poor so it was hard to understand the words in the texts. Fourth, The students found the text hard to comprehend the difficult words so they were not enthusiastic to the learn the English materials. Fifth, the English materials especially in procedure texts that were used by students' beauty program were not related to their department so the students were not interested

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

The scope of the study is developing procedure text materials for reading skill based on the students' need in relation to their major that is Beauty program knowledge. It is conducted for the eleventh grade students of Beauty study program at SMK NEGERI 8 Medan.

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

Based on the background of the study elaborated above, the problem of the study is formulated as follows: "How should the procedure text materials for reading skill be developed for students of Beauty program at SMK NEGERI 8 Medan?"

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

The objective of the study is: "To develop suitable procedure text materials for reading skill, for students of Beauty program at SMK NEGERI 8 Medan"

### **F. The Significance of the study**

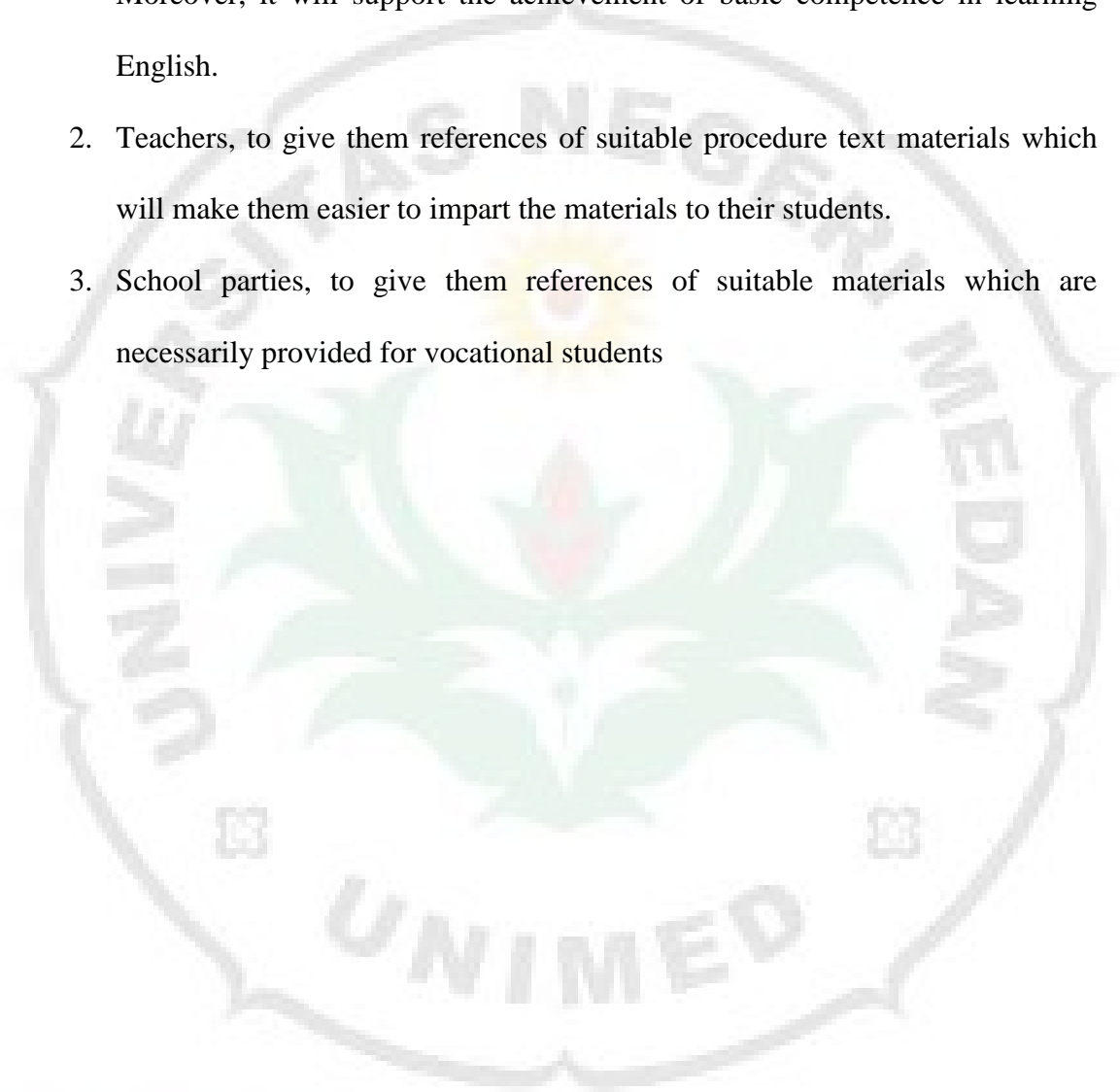
Theoretically, this study is expected to give further information about the development of procedure text materials for reading skill, for Vocational Secondary Students which relates to the application of English for Specific Purposes (ESP). Practically, this study is expected to:

1. Students, to give them suitable procedure text materials which will motivate them in reading and make students are easier to comprehend the materials.



Moreover, it will support the achievement of basic competence in learning English.

2. Teachers, to give them references of suitable procedure text materials which will make them easier to impart the materials to their students.
3. School parties, to give them references of suitable materials which are necessarily provided for vocational students



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