

# CHAPTER I

## INTRODUCTION

### A. The Background of The Study

Reading is one of very important skills and students are expected to master it. Reading skill plays an important role in English learning process, especially when students have to deal with National examination which includes reading and writing skills (Herlina, 2012).

Reading skill is needed to achieve the ability to understand the English text. It is difficult because it needs the comprehension to understand the text. In some recent facts of the condition in the school show that many students do not master reading skill which they have in teaching learning process, such as, many students know how to read, but do not understand what they read and what information to look for in the text (Riskiawan, 2014), and students are too lazy to comprehend a text through a reading activity. A long text or passage makes them so bored to read, furthermore, the topic is not interesting for them, the text has too complex grammar, and it is not related to their environment and their needs.

In teaching learning process, teaching materials has an important role. Teaching materials are one of the shape of service of education to the students. Individual services occur through the use of teaching material. The students will face materials which are documented and deal with consistent materials (Zulkarnaini in Budiantari, 2013). Teaching materials aim to transfer the message

of the knowledge and the gist of teaching learning process. Teaching materials are all things which are included in the content of curriculum and student should be able to achieve the skills based on base competence and standard competence in each subject. Of all language materials, the textbook is the key reference materials in the teaching/learning process (Maroko, 2013). It shows that the textbook or the reading text materials have to be appropriate for the students. Focusing on student interests in selecting reading materials may be more beneficial in promoting reading success than a focus on reading level. It turns out that interest is far more significant than readability. When students have strong interest in what they read, they can frequently transcend their reading level (Worthy, 1996). Many educators and researchers consider interest to be an essential factor in all learning (Hidi, 1990; Schiefele, 1991).

The presence of vocational school nowadays makes many students interested to study there, especially for them who want to get the job easier. For example in Indonesia, the graduates of vocational school are expected to have a qualification as candidate of employees that have a certain skill based on their competence. According to Rupert Evans (1978), vocational education is a part of the educational system that prepares a person or student to be able to work in one occupational group than any other field of work. Further it is also said in UU No. 20 in 2003 clause 15, vocational education is a secondary education that prepares students primarily to work in a particular field (retrieved July 2017 from [psmk.kemdikbud.go.id](http://psmk.kemdikbud.go.id)).

It is also stated in the content standard of the national education standard board or Badan Standar Nasional Pendidikan (2006), the purposes of English subject in vocational school are: (1) mastering the basic knowledge and skills of English to support the students in achieving the competency of their expertise program; (2) applying their knowledge and skill of English to communicate in both spoken and written communication. Further, it is also stated in Permen RI No. 19 in 2005 about standard of competences of alumnus that the qualification of alumnus covering attitude, knowledge, and skills. Meanwhile to fulfill that willing, the vocational school students should comprehend their course and master the skill that they have based on their study program competence. That is why the application of ESP is really need in Vocational school.

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 (Strevens 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.

In addition, Indonesia has also Vocational Schools that educate the students in accordance with the interests and talents of the students. There are various courses offered as engineering, multimedia, hospitality, and even culinary.

Vocational school, especially the Culinary study program in Indonesia becomes one of study programs in demand by the students. Culinary is a study program

where the students are able to process the food and beverage with good. Besides being able to cook, students of culinary should be able to describe the shape and the taste of the food or beverage served. This achievement can be assisted through the reading text materials used by students in school. If the reading material used in schools is relevant with the students' vocation, Culinary, the students will be easier to apply this skill in reality (Hutchinson & Waters, 1987). In designing English reading materials, the English teacher should be able to build the students' skill as recognize words in its spoken of written form and relate it to an appropriate object or concept (Wallace, 1982).

While in fact, the reading text material used by Culinary students about reading descriptive text is only describe place, and historical place; recount text is only experience and events; and narrative text is only about folktale in general that not even relevant with the students' vocation (Kementerian Pendidikan dan Kebudayaan RI, 2014). It was found in Vocational School at SMKN 8 Medan, especially for English which is used by Culinary students that the teaching materials are not specified with their vocation. The materials they used especially the textbook of which contents are the same as the textbook and syllabus in general high school. There is no difference between what the students of vocational learn from the students of high school. In other words, the English materials they use are not proper to students' needs. It is seen by the book the teacher used which is distributed by the government (Dinas Pendidikan).

There are no materials in their books which are representatives to their needs about culinary. Specifically in reading material, there are no even materials

which are representative to culinary. They use the book Bahasa Inggris from Kementerian Pendidikan dan Kebudayaan Republik Indonesia, which is published in 2014. One of phenomena happens when the students were taught by using teaching materials about genre, descriptive text. The students were asked to describe place such as ecotourism destination, and historical place in general, for example reading text in describing place the text given in the book is “Tanjung Puting National Park” (page 53) which is not relate to culinary study program. It also happen in recount and narrative text.



## READING

### Task 1:

Now, read text 1 carefully. What do you think about the place described below?

#### Text 1

#### TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The



Source: <http://orangutansexplore.com>  
Picture 4.2

Actually, the students having vocation of culinary need to study English to support their vocation, but the English should be specialized, the English

should be relevant to the specific purpose that they have, for example, the students are asked to describe a famous culinary place, so that, they know the physical appearance. In addition, the students are also asked to retell an unforgettable culinary experience, and telling a folktale, so that the students get more help in understanding about culinary.

Because the reading text in the textbook is not suitable with the students' needs, they are lazy to read the reading text in the textbook. The students also lack in comprehending the text. The way to help the students to comprehend the reading text material is by developing the reading text materials itself. This can effectively develop the students' competence as reader because it is developed based on the students' needs. From the fact above, it is important to develop reading materials and this study attempts to find out and develop the appropriate reading text materials which support the English reading material at SMK N 8 Medan based on the students' needs.

## **B. The Problems of Study**

By seeing from the background, the problems of study are :

1. How are the existing English reading materials for students of Culinary study program at SMK N 8 Medan?
2. What are the relevant English reading materials for students of Culinary needed?
3. How is the relevant English reading material for students of Culinary developed?

### C. The Objectives of Study

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

1. To know the existing English reading materials for the students of culinary study program at SMK N 8 Medan.
2. To investigate the relevant English reading materials for students of culinary study program at SMK N 8 Medan
2. To develop English reading materials for Culinary Study Program based on students' need.

### D. The Scope of Study

The material development is based on the students' needs; it will be applied in first grade of Culinary students of vocational school in SMK N 8 Medan. The skill that will be concerned is reading comprehension, particularly in descriptive, recount and narrative text based on Kurikulum 2013.

### E. 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 knowledge, especially in the development of theories of reading material. 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.

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

1. The students; hopefully through this research the students can comprehend reading materials and get appropriate source of learning that are based on their needs.
2. 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 materials.
3. 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.

The logo of Universitas Negeri Semarang (UNIMED) is a circular emblem. It features a central green plant with a red flower and a yellow sun-like symbol above it. The text "UNIVERSITAS NEGERI SEMEDAN" is written around the top inner edge, and "UNIMED" is written at the bottom. There are two small square symbols on the left and right sides of the bottom edge.

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