

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading has an important role in studying. Because of reading, people can gain information, knowledge, experience, expand insight, and learn everything. In this digital era, many of reading materials have been published in many books, Internet, media mass, and other sources. The readers can access the reading material which is interesting easily. However, the reading interests of people in Indonesia are still low.

A study by World Most Literate Nations (WMLN) 2016 revealed that Indonesia is the second lowest literacy in the world in a list of 61 measurable countries. Indonesia is below Thailand in 59th and above Botswana in 61st position, even though in terms of infrastructure to support reading, the archipelago ranks above some European countries. This means that Indonesian people, particularly students in reading interests are below from other developing countries which are ranked such as Albania, Malaysia, Bulgaria, and Thailand. Besides that, Indonesia has been supported by good literate place for reading activity such as digital library.

Indonesian students are mostly attracted to use internet than reading books. A statement that as many as 98 per cents of children and teenagers admit knowing Internet and 79,5 per cents amount of them are Internet user (Kompas.com, 2014).

It means the effect of Internet was very significant in students' life. The utilization of books and internet should be balanced.

The low reading interest of students will have a bad impact toward the nation's development. In class, teachers can ask students to do more reading activity to expand students' interest in reading and other skills, particularly for English subject. In learning English as a second language, it is important for learners to master reading skill in order to ensure success in learning any content class where reading in English is required (Nunan, 2003). By enhancing reading skill, learners will make greater progress and development in all other areas of learning.

In the 2013 curriculum, learning English is being a general subject for all school level. In this study, the researcher focused on the level for vocational high school (SMK). Vocational education is the level of education which prioritized the development of students' ability to carry out the certain types of work (Government Regulation of the Republic of Indonesia No. 29, 1990). Hence, in this globalization era, vocational students are expected to master English language in order to have competitiveness in getting job.

There are less than 150 majors in vocational school which are included for the whole of vocational high school in Indonesia (Director General of Vocational Education Management, 2017). However, English teaching materials for students at SMK were still needed to be developed. Vocational students need the relevant and specific English materials which will help and enable them to get a job. The using of English teaching materials should accord to the students' field and also

relevant to their work context after graduated from vocational high school (Margana, Agus, dan Samsul, 2015).

One of the phenomena that happened recently, both senior high school (SMA) and vocational high school (SMK) learners got the same English textbook which has the same contents for reading materials. It should be distinguished based on English for Specific Purposed. The contents of textbook that is not suitable and relevant to the requirement of learning process can cause failure in learning (Tomlinson, 2008).

Based on the observation during the training in Integrated Teaching Practise Program (PPLT) at SMKN 2 Medan, grade twelve, the textbook which mainly used by the teachers at SMKN 2 Medan entitled “*Bahasa Inggris SMK Kelas XII*”. The researcher found that the reading materials in textbook were not appropriate to students’ needs based on their program, electrical engineering, which is the genre of text about factual report text. Here are some phenomena of inappropriate reading materials factual report text in the textbook.

Table 1.1 Factual report text in existing textbook

No.	Chapter	Page	Title	Details
1	6	77	Reptile	Provide two texts about reptiles, and then the students will asked to observe and compare those two texts.
2	6	79	Zebras	The students were asked to do read and skim the report text about zebra. After that, answer the questions based on the text and observe the adjective and noun in the text.
3	7	99	Tornado	The students were asked to do reading comprehension then answered the questions. For the grammar task, students were asked to observe the present verbs from the text.

Based on the facts, the factual report texts were too general. It was not appropriate to the students' needs in electrical engineering. In syllabus of 2013 curriculum, the factual report text includes about person, thing, natural and social phenomena. That's the reason why it was necessary to develop factual report text in grade XII of electrical engineering program. Therefore, this genre of text was useful to be developed.

In addition, teachers haven't provided any appropriate reading material. From the interview that has been done by the researcher, teacher said that they gave the reading material from the textbook only in order to achieve the base competence which has been standardised by the ministry of education. Moreover, students still have lack of vocabularies, lack of motivations and interest in reading activity.

It is necessary for the ministry of education, the teachers in school, and the unitary of teachers in Indonesia to give more attention in concerning with the materials development for vocational students. The approach that is based on students' needs is called English for Specific Purposes (ESP). ESP is concerned with designing appropriate courses for various groups of learners so that it will meet the learners' needs (Hutchinson and Waters, 1986).

Therefore, it was necessary to prepare supplementary reading materials which were appropriate and relevant to students' needs, so the students became interested in learning English, particularly in reading.

From this condition, this research would be designed the supplementary reading material that will be encouraged to students' needs in vocational high school. The following were some studies which indicated the material

development was needed to support the existing material become relevant material. Pratama and Muhtar (2013) developed a computer-based application which has contained of reading materials to foster the reading skills for the tenth grade students of SMK. They conducted this study because they found some students of SMK thought that English was a difficult subject.

Surjono and Susila (2013) developed software of multimedia learning by using Macromedia Flash 8 for English subject for vocational students. This multimedia learning in type of interactive CD was expected to become solution for solving problems in learning English.

Febriani (2015) developed supplementary reading materials for Islamic learners of MAN 03 Malang based on genre based approach. The researcher found that the existing materials for teaching and learning English for the students are general English. Then, the existing textbook did not provide appropriate context and match to students' needs for each of programs.

Nureffendhi (2013) developed English learning materials for students of culinary arts program at SMK. The researcher found the textbook that is provided by the government did not meet the students' need. The researcher developed reading materials about report text.

Beside that Suspartiana, Mirjam, and Suharmanto (2015) also developed reading materials for sport science sophomores. This study was conducted because the available materials did not related to syllabus since it has still reflected the teaching of general English, while the syllabus was emphasized teaching English texts related to sport science.

In addition, a development of material in English for Specific Purposes (ESP) for tourism program at SMKN 6 Surabaya (Kusumawardani and Kurniasih, 2016). The researchers conducted this study because the materials stated in the syllabus did not match and fit to learners' needs.

Those studies indicated that the material development was needed to support the existing material becomes relevant material especially on report text. It could be a relevant text, picture design, and some exercise in the text. Therefore, the researcher thought that the teaching materials were needed to be developed. Hopefully, the developed material would help the teacher and students to improve their knowledge by having the appropriate materials.

B. Identifications of the Problem

Based on the background of the study, there were several identifications of problem.

1. The materials in textbook were too general for vocational students.
2. The reading materials in textbook were not appropriate to students' needs, interests, demands, especially in electrical engineering program. The inappropriate materials became one of factor that made the students have low interest in reading.
3. The teachers gave the reading materials from the textbook only in order to achieve the base competence which has been standardised by the ministry of education. Nevertheless, teachers of SMK should provide materials which are relevant to students' needs and interest.

4. The lack of vocabulary, lack of motivation and interest in reading activity by students.

C. The Problem of the Study

Based on the background of the study above, the problem of the study was formulated as *“How are the English reading materials developed appropriately for students in grade XII of electrical engineering vocational high school?”*

D. The Objective of the Study

The objective of the study was to develop the appropriate English reading materials in factual report text for the twelfth grade students of electrical engineering program at SMK Negeri 2 Medan.

E. The Scope of the Study

The scope of the study was to develop reading materials specifically factual report text based on students' needs and students' specific purpose. It would be applied in the twelfth grade of electrical engineering students for odd semester at SMK Negeri 2 Medan. This study was concerned on reading comprehension skill.

F. The Significances of the Study

Findings of this study were expected to give valuable contributions theoretically and practically for teacher, students, and other researchers which were as following:

1. Theoretically, the findings of this research provided information and theories of what were the appropriate English reading materials for electrical engineering.
2. Practically, it could be references to teacher especially in electrical engineering program to develop teaching materials and they knew the importance of materials development in teaching-learning process. Specifically, for the students of electrical engineering at SMK Negeri 2 Medan and other school with the same major generally—in order to attract the students' interest in learning English. The other researcher also can use this study as a reference and the relevant study.

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