

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is an important means of communication by which people can express their feelings, thoughts, or ideas, either spoken or written. English is one of the languages which are used broadly in many fields of profession around the world, and it requires people to master it well so that people can express their feelings, thoughts, and ideas to other people, especially in an international forum or when they work at an international company.

English is one of the compulsory subjects in Indonesia. It has been taught broadly from elementary schools to senior high schools or vocational high schools. The guidance to teach English is stated in the standard of competence and the basic of competence which is issued by the government. An English teacher has to be familiar with the standard of competence and basic of competence before teaching in the classroom. For each school, the standard of competence and basic of competence are designed differently, so the English teacher has to be careful in preparing the syllabus, lesson plan, and instruction materials for teaching.

The aims of teaching English in vocational high school are to prepare the students with communicative competence to support them in achieving their competence skill and prepare the students to develop their communication skill

to the highest level. The other aim is to prepare the students to be able to apply their English skill to communicate in the intermediate level, either written or spoken. There are three aspects of teaching English in vocational high school; those are basic communication of novice level, basic communication of elementary level, and basic communication of intermediate level.

Considering the standard competence and basic competence of English, the English teachers and the headmaster of a vocational high school have to be selective in choosing and preparing the teaching materials, because in vocational high school, the students learn English to support and develop their competence skill when they have graduated from the school. One of the four language skills that stipulated in curriculum is reading skill. Reading skill of the students must be developed through teaching activity in which the teacher trains the students to be active reader, so that they not only can read the text but also understand and gain the information from what they have read. In other words, the students should understand or comprehend what the writer says in his/her writing by using written language. The success in reading will be important to students for getting science and technology, and also for improving students' ability in gathering ideas to communicate.

In relation to the development of students' reading skill, vocabulary is an important factor in process of comprehending a reading text. Many students find difficulty in comprehending and getting the information from reading text because they lack of vocabulary. Further, the English teachers tend to use textbook only as the media of teaching reading without attempting to find out the other materials that could support reading text more interesting to be learnt

and related to the students' real life. For this reason, the students feel bored and uninterested in learning English especially when they faced reading text from textbook are unsuitable with their needs, experiences, social and cultural contexts. These things can also make the students getting frustrated and lose their motivation to learn English. In this case, it is a challenge for the teacher to consider the strategy, method, technique, materials, and media in teaching reading in order to make the students feel comfortable, curious, and motivated to learn the language enthusiastically.

In Indonesia, English has been used as a foreign language. English consists of four skills which have to be mastered by the students, they are listening, speaking, reading and writing. In this case, the learners are required to comprehend (listening and reading) the language and produce (speaking and writing) the language. In teaching the language, between comprehending the language as well as producing the language are exactly have a relationship. Before producing the language, students need to have some vocabularies, those vocabularies are gotten by the process of comprehending the language.

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. Grabe & Stoller (2002:9) elaborate that reading is a way to draw information from printed page and interpret the information appropriately. Meaning that the students will find out the information from the text as efficient as possible.

Based on the writer's preliminary observation of syllabus and teaching materials used by students of SMK Swasta Eria Medan, it was found that the

reading materials on the book they used “Buku Bahasa Inggris” published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia did not completely fulfill the need of Office Administration students. The students actually need the text about office, such as the procedure in handling a telephone call, procedure of arranging meeting, how to make a formal letter, etc. This is because, students in office administration major are insisted to know English and communicate with English in order that they are easy to get a job in the workplace later.

Reading materials as one of the parts in English learning materials are considered essential since they can help students to get more exposure in English as well as learn something new about their discipline. Through reading, the students can learn English as a language and they can also expand information about the rapid development of technology presented in English. By having a good proficiency in reading skills, they probably can know something new they have never known before and build the curiosity of certain terms or vocabulary related their subject study. They will not see English simply as a subject they must go through during the school, yet they will consider English as something they have to learn in order to support their better career and future. The students are at least expected to know office administration terms in English that they will find later on once they face the real working field. In addition, when they have their vocational competency practice test later, it is better for them to use English. While, there is still no reading materials completely serve the content about the office especially steps in doing some works in office. So, as the case above, it is really needed to develop the reading

materials based on the student's need and the materials that represent the real life problem possibly they will face in their workplace later.

It is proven by the data taken by the writer in which one of the reading materials, genre of procedure text, is not related to Office Administration program. The data is as follows:

#### 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 office administration program. Besides, there were some teaching materials which were not relevant to the vocation that the students have; for example in reading materials. Specifically in procedure text.

The text such as how to cook and make something for procedure text. They do not know about the object of the text so the students are not interested to learn about it. Berns and Erickson (2001: 2) define CTL as conception of teaching and learning that helps teachers relate subject matter or content to real world situations; and motivates students to make connections between knowledge and its applications to their lives. Based on the 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 context 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 emphasize to be a good officer or secretary in the future. So, the students are motivated to make connections between knowledge and its application to their lives has family members, citizens, and workers and engage in the hard work that learning requires as the principle in CTL.

Based on stated problems, the researcher wants to try to develop an English Reading materials is needed for students in vocational school. This research try to develop reading materials based on Contextual Teaching and Learning approach that can be used in the English teaching learning process. The English reading material developed is hopefully contributed to help the teaching and learning process in order to improve and develop the students' reading skill for the students' need in the future.

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

Based on the focus of the study, the problem of this study can be formulated as follows:

1. How is English reading materials based on contextual teaching and learning developed for students of office administration study program at vocational school?

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

As mentioned in the problem of the study above, the objective of the research is:

1. To develop English reading material based on contextual teaching and learning principles for students of office administration study program.

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

The materials that will be developed are based on contextual teaching and learning principles. The materials will be taught to the students in grade XI of Office Administration Study Program, at the even semester and the skill that will be concerned on is reading comprehension, particularly procedure text that identifies something works or how to do the instruction manually.

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

Findings of the study are expected to be significant and relevant theoretically and practically.

#### **1. Theoretically**

The result of the study can be a reference for those who are interested in developing English reading material.

## 2. Practically

The findings are contributed to:

- a. For the students of Office Administration Study Program, the result of this research can be useful to improve their reading skill in order to prepare them to face the work field.
- b. For the English teachers of Office Administration Study Program, the developed materials from this research can be a guidance to improve the students' reading skill. The result of this research can also be useful to give an idea to develop other learning materials.
- c. For other researchers who focus on Research and Development study, this research will encourage them to conduct relevant studies in different settings.







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