

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching material is one of the significant components in teaching and learning process in which it is used by teachers to impart the material to students. It is in accordance with Rondon and Vera (2016) who state that teaching materials played an essential role in EFL teaching and learning. Teachers and students rely on materials to comprehend the content, and the materials become the centre of education (Khumar, 2017). In addition, Tomlinson (2013:2) states materials' 'include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet.

In teaching English, there are four language skills that must be taught to students, namely: listening, speaking, reading and writing. Reading is one of the four language skills which play an important part in English learning process. According to Frankel, et al (2016), reading is a process occurs through interaction among the readers, the text, the activity, and the larger sociocultural context. It means that teaching material in the form of text plays an important part for teaching reading skill.

In teaching reading, the selection of texts given to students should be done carefully. The material content should adapt the students' own cultural values and

be suitable to the target achieved. It means that the text given should have a cultural value because it is easier to read what is interesting and ideologically compatible than to read what is boring and ideologically incompatible. It is also easier to learn when the cultural background is familiar so that students can draw on cultural information in decoding process. In addition, Arias in Nordin and Eng (2017) states that the text given to students should be relevant to their level, needs, and background knowledge.

Furthermore, the texts given to students should be relevant to students' level. In Indonesia there are two kinds of secondary school, they are general secondary school (SMA) and vocational secondary school (SMK). The different is sited on students' needs and environment. If SMA focuses on preparing students to study in university level then SMK focuses on preparing students to do a certain job. For that purpose the Ministry of Education and Culture has regulated the specific curriculum for students of vocational school in Law No. 70 of 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:

Penguatan materi dilakukan dengan cara pendalaman dan perluasan materi yang relevan bagi peserta didik.

There are many kinds of major in vocational secondary school. One of those is Business and Management. It is an expertise program that aims to equip students with the skills, knowledge, and attitudes to be understood the parts of business and management field.

The reading texts given to Business and Management Students should relate to economic, business and management because their need in relation to their major is business and management knowledge. It also includes the examples of descriptive text given to them. Based on Curriculum 2013, descriptive text is one of the types of reading text learnt by the tenth grade students of vocational high school. It can be seen from one of the basic competences of English subject stated in syllabus:

4.8 Menangkap makna teks deskriptif, lisan dan tulis, sederhana

Additionally, descriptive text is appropriate for the first year of learning in business and management whereas they will learn the term of business and economic as a base skill in learning business and management.

In addition, the texts given should be familiar to students because in reading there is top-down process perceived by the readers. Traiman (2017) says that top-down processing claim that readers form hypotheses about which words they will encounter and take in only just enough visual information to test their hypotheses. This approach involves the readers' intellectual activity, background experience and knowledge (Brown in Mendez and Llivigañay, 2017). The interaction of the reader and the text is central to the process, and readers bring this interaction at their knowledge of the subject at hand, knowledge and expectations about how language works, motivation, interest and attitudes towards the content of the text. In other words, the familiar text will bring students doing the top-down process.

The adaptation of reading texts to be related to the students' needs and major is actually the application of English for Specific Purposes (ESP). Richards (2001:28) states that the concern to make language courses more relevant to students' needs leads this period to the emergence of ESP. Strevens (1988), in Evans and John (1998:9) summarizes the advantages of it with the following four points: 1) being focused on the learner's need, it wastes no time, 2) it is relevant to the learner, 3) it is successful in imparting learning, 4) it is more cost-effective than general English. Therefore, the selection of reading texts which are suitable to the students' needs and major should not be neglected.

But unfortunately, some research findings at some schools, namely: MAN 03 Malang, SMK PGRI 2 Kediri, and SMK PAB 12 Saentis show that the reading texts given to the students are not suitable to their needs and major. The reading texts given are said to be unsuitable because they do not meet the needs or the purposes of the students to study in relation to their major so, the texts given are considered being useless for them. Some examples of text below show that they have nothing to do with the students' major. Thus, it is contrary to the theory of ESP that the materials are expected to be relevant to students.

First, a study conducted by Febriani (2015), this study was conducted for students in *MAN 03 Malang*. The problem on her observation is the book used by the English teacher; the material has less familiarity to English Islamic reading material and only gets general material in English to students' religious program. Based on the problem, she developed some reading materials to support the students in English teaching program, especially about religious content.

Second, research finding by Mustagfirin, et el (2016) that shows inappropriate materials in course book provided to the students of SMK PGRI 2 Kediri. The course book contains general English material and it is less specific to be used for the students of marketing department. Hence, the finding implies the business material is needed to be developed by considering the need of the teacher and students.

Third, based on the researcher's observation in SMK PAB (Persatuan Amal Bakti) 12 Saentis there is a problem with the materials such as textbook used at the school. The texts provided as the teaching material are not suitable for students of business and management. The Students of Business and Management only use textbook that is published by KEMDIKBUD namely Bahasa Inggris SMA/MA/SMK/MAK Kelas X. The examples of descriptive text are "*My Best Friend*", "*Tanjung Puting National Park*", "*Visiting Niagara Falls*" and "*The Secrets of Stonehenge*". These texts are not suitable for students of business and management in which they learn in around about business and management. The impact is the students are difficult to master descriptive text because the texts given are not related to their background knowledge.

Considering this fact, the writer will develop descriptive texts materials which are suitable for students of business and management entitled "Developing descriptive text materials for the tenth grade Students of Business and Management" at SMK PAB 12 Saentis.

By giving these kinds of text, the students of business and management at SMK PAB 12 Saentis will be able to improve their understanding about

descriptive text which is appropriate to their major; business and management. In other words, the expectation of the curriculum stating that the students are expected to be competent in their major can be achieved.

B. The Problem of the Study

Based on the background of the study, this research problem is formulated as follows “what suitable descriptive text materials are to be developed for the tenth grade Students of Business and Management?”

C. The Objective of the Study

The objective of this study is “to develop suitable descriptive text materials for the tenth grade Students of Business and Management at SMK PAB 12 Saentis”.

D. The Scope of the Study

The study focuses on the development of descriptive text materials for the tenth grade Students of Business and Management at SMK PAB 12 Saentis. The materials will be developed based on students' need.

E. The Significances of the Study

Theoretically, this study is expected to give further information and theories about the development of descriptive text material for reading skill.

Practically, this study is expected to:

1. Students, to give them suitable descriptive text materials which will motivate them in reading and give them the ability in mastering descriptive text. Moreover, it will support the achievement of basic competence in learning English.
2. Teachers, to give them references of suitable descriptive text materials for Students of Business and Management which will make them easier to impart the materials to their students.
3. Other researchers, to give them references about the development of descriptive text materials for Students of Business and Management.



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