

CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocational Schools are designed to prepare the students to work after they graduate which equip them with specific skills to be used later in their workplaces. What the students get from the schools is expected to be related to their future professions that will help them to cope with the real work situations. A vocational school is believed as the promoter of the graduates that ready to work. There are many vocational high schools with various majors including culinary, accounting, marketing, management, engineering, and so on.

Nowadays, English is used in every field of people's life, such as education, social media, community, communication, business, etc. English becomes very important since most of the job vacancies demand English proficiency, both written and spoken, as one of the requirements. Moreover, the development of global communication and information era brings a strict competition among the job seekers. English plays the role to make the students get qualified when they apply for job that require the workers to be good in English.

Recently, there are 2 kinds of curricula that are used in Indonesia, they are Kurikulum 13 and KTSP (Kurikulum Tingkat Satuan Pendidikan). Based on the curriculum, English, as one of the subjects that should be taken by students in Vocational School, is taught to support the competency of the students'

expertise program, to educate the students to be competent persons related to their study programs. Later, it is expected that the students will be skillful and competitive persons after they finish their education.

The regulation of National Education Minister (2006) states that English teaching at the vocational high school should aim at equipping the students with English communication skills in order to help them communicate in the context of their expertise. It means that English teaching at vocational high schools should consider the English required in the target situation of each study program.

Material takes an important part in teaching and learning process. Richards and Renandya (2002) state that some teachers use instructional materials as their primary teaching resource, for the materials provide the basis for the content of lesson, the balance of skill taught, and the kinds of language practice students take part in. Good and appropriate materials will give positive influence to the students' learning process. Since teaching English in Vocational School aims to support the students' competence in a certain study program, appropriate English learning materials for Vocational School should be based on the learners' needs, and they should represent the characteristics of each study program. Providing appropriate materials are useful to facilitate the students to achieve goal of learning. Furthermore, English materials can be seen as an exposure to the use of the language which will help them in achieving the higher proficiency of English.

In fact, the needs of materials for vocational high school are still neglected. In the syllabus, the standard competence demand to communicate English in novice level, while the basic competence for the existing syllabus of number 1.2 remarked that students mention things, people, characters, time, days, months, and year. Then, the activity or exercises in reading text use some questions about the information from the text. Materials for vocational school are not appropriate enough in terms of the content, the vocabularies, and the topics. The materials are the same as regular high school even though their needs are different. The existing materials in the markets also do not fulfill the students' needs since they only learn general English material from the textbook.

SMK BINTANG TIMUR is one of the Private Vocational Schools in Pematangsiantar. It provides students with some kinds of study programs to master a specific skill of their interest. The study programs provided are *Tata Busana*, *Teknik Komputer dan Informatika*, and *Farmasi*. In this case, this study concerns with Fashion Design (*Tata Busana*) program. As stated above, English is one of the important subjects to help students to face the global competition. Regarding these, English for specific purpose is required to support their English proficiency based on their expertise. Therefore, the teachers should consider English learning materials which are suitable for the students' needs.

The textbook used in the tenth grade of SMK BINTANG TIMUR Pematangsiantar is a textbook entitled "Get Along" from *Erlangga*. The English reading materials, especially in reading text, are not related to the students'

major. The book contains very general input which is not contextualized for Fashion Design program.

B. The Identification of The Problems

Based on the interview which was conducted in August 2017, there are some problems related to the reading materials.

The students have low motivation in learning the reading materials. The text was too general for the students, so it does not meet their professionalism to face their future job. The result is that they are not enthusiastic to learn the reading materials, because they think it will not affect their future job.

The usual activity that students do after reading the text is answering some questions about the text. The students have problems in determining the ideas that make them incapable to get the information to answer the questions. It is because the students have low motivation in reading. Most of the students do not pay attention to the text, but they talked to their classmate. Moreover, they wait for other students to finish the task, so they just write it in their book or worksheet.

The English learning materials should be designed based on the students' needs in order to support the English learning process. Besides, the learning materials should be contextualized based on their study program. Also, the product of this study expected to produce reading materials that can facilitate students' need of Fashion Design program in learning English.

C. The Problems of the Study

Based on the background of the study, the problems of this study are formulated as follows:

1. What are the English reading materials suitable for the Tenth Grade students of Fashion Design program at SMK BINTANG TIMUR?
2. How are English reading materials developed to meet the needs of the Tenth Grade students of Fashion Design program at SMK BINTANG TIMUR?

D. The Objectives of the Study

The objectives of the study are:

1. to find out the needs of the Tenth Grade of Fashion Design students at SMK BINTANG TIMUR
2. to develop English reading materials which meet the needs of the Tenth Grade of Fashion Design program at SMK BINTANG TIMUR

E. The Scope of the Study

This study deals with the development of English reading materials for the Tenth Grade students of Fashion Design Program which focused on long functional text, namely descriptive text.

F. The Significances of the Study

This research is expected to be useful to give some valuable contributions theoretically and practically, as follow:

1. Theoretical Significance

The finding of this study is expected to give deeper understanding of developing English reading material, especially for the Tenth Grade students of Fashion Design program.

2. Practical Significances

a. For English teachers

This learning material can be used as the reference for English teacher to develop English reading materials.

b. For the students

The results of this research hopefully will be more motivated in learning English particularly in reading skill and also can help them in understanding English dealing with their major.

c. For other researchers

The result of the research can be a reference for other researchers who are interested to conduct further research regarding to develop reading materials