

# CHAPTER I

## INTRODUCTION

This chapter presents the following elements: (a) background of the study; (b) problem of the study; (c) objective of the study; (d) scope of the study; and (e) significance of the study.

### A. The Background of the Study

There are many definitions related to ESP (English for Specific Purpose). Some people describe ESP as simply teaching English for specific purpose. In contrast, others provide a more precise definition, characterizing it as the instruction of English used in academic, vocational, or professional contexts, or as the teaching of English to non-native speakers with specific purposes. English for Specific Purposes (ESP) pertains to the instruction and acquisition of English as a second or foreign language, where learners aim to use English within a specific domain (Fitria, 2019). Moreover, Hutchinson and Waters (1987; as cited in Oktaviyanti & Fatmasari, 2018) define ESP as an approach to language instruction in which all decisions regarding content and methods are determined the learners' reasons for learning.

Furthermore, in accordance with Chang (2009; as cited in Dewi et al, 2021), it is suggested that ESP should be employed for students who need to attain particular and relevant objectives in their future endeavors. When students work in hospitals, and there are foreign patients, students will use English to communicate with these patients. Which is called student needs analysis. Likewise with students of other majors.

Stevens (1988; as cited in Bensafa, 2016), defines that ESP makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics encompass the following: ESP is a form of English Language Teaching that is tailored to meet the specific requirements of the learners, aligned with content directly related to specific fields, professions, or activities, encompassing syntax, vocabulary, discourse, semantics, and more, and involves the analysis of discourse, all in contrast to 'General English.' The variable characteristics involve the potential limitation of ESP to certain learning skills, such as reading exclusively, and the absence of predetermined teaching methodology.

Learning English in vocational schools is categorized as English for Specific Purposes (ESP) and the objectives for learning English vary depending on the students' chosen major. Hutchinson and Waters (1987; as cited in Oktaviyanti & Fatmasari, 2018) distinguish between "General English" and "ESP". ESP is tailored to accommodate the specific needs of students, with teaching and learning activities primarily centered around the students' learning needs. In essence, ESP instruction adopts a student centered approach, defining students' needs based on their reasons for learning English and the type of English relevant to their future endeavors. English for Specific Purposes represents a modern approach teaching and using English tailored to specific fields and disciplines that align with the English user's professional needs. These fields and professions encompass areas such as English for law, medicine, nursing, mechanical engineering, economics, maritime and more (Robinson, 1980; as cited in Riwasanti, et al., 2019).

Reading constitutes one of the crucial language competencies, alongside speaking, listening and writing, essential for comprehending the English language. Reading skills encompass the cognitive capacities an individual employs when engaging with written materials. The primary aim of reading is to acquire information, and to achieve this goal the reader must grasp the content they are reading.

Reading is obviously needed by students in general school and in vocational high school. In the case of vocational high school students, it is essential for them to engage with materials that align with their specific needs. For example, students majoring in Nursing Assistant programs should focus on developing English language skills, particularly in the context of nursing, as this proficiency will greatly enhance their competence in their future careers. However, the reality is that these students have not been exposed to the relevant materials pertaining to their majors during their schooling.

Based on the preliminary observation, it is found that the students have difficulty in understanding English, the materials in the textbook is not related to their major and the teacher believes that it is needed to be developed to meet the students' needs. In addition, the English textbook used by tenth grade students of the Nursing Assistant Study Program at SMK Kesehatan Hafsyah Medan entitled "*English for SMK I*" published by "*Yudhistira*" revised edition of curriculum 2013. The data extracted from the textbook indicates that the reading materials do not align with the students' needs. The existing reading materials for genre of descriptive text are presented below:

**Table 1.1 Reading Descriptive Text Materials**

No.	The Existing Reading Materials
1.	Komodo National Park
2.	Prambanan Temple
3.	The Sultan Mahmud Badaruddin II Museum
4.	The Incredible Lake Toba
5.	The Panoramic Lake Kerinci of Jambi

The data indicated that the content within the textbook is not suitable for nursing students. English within the nursing domain incorporates specialized medical terminology that may not be widely familiar. Furthermore, the diversity and significance of English terminology in the field of nursing are notably intricate, often necessitating a specialized comprehension due to its direct relevance in workplace applications. Consequently, prioritizing students' needs becomes the most important thing when designing materials that cater to individuals' real-world needs, thus emphasizing the needs for ESP development (Hutchinson & Waters, 1987). The reading materials about descriptive text in the textbook is about describing Lake Toba which is usually available in the textbook of high school or in general English textbook. Where the materials should be in accordance with the nursing things such as clinic, injection, patients and others. As stated by Paulston and Brader (2003; as cited in Fitriani, 2019), when reading materials align with the learners' needs, it becomes more straightforward for them to attain their learning objectives. Hutchinson and Waters similarly advocate that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." To foster greater interest and comprehension, it is essential for reading materials to cater to the learners' needs.

In developing the appropriate learning materials, it is important to consider the characteristics of good material. According to Hutchinson and Waters (1987) the good learning materials have the following criteria:

- Motivate learners to engage in the learning process.
- Provide a clear and coherent unit structure which will guide the teacher and learner through various activities to maximize chance of learning
- Feature well-crafted designs and illustrations.
- Present content in a clear and systematic manner.
- Provide a well-rounded perspective, and
- Have the potential to introduce educators to innovative teaching methods.

Based on the explanation above, the researcher is interested in developing English reading materials in descriptive text for tenth grade students of nursing assistant at SMK Kesehatan Hafsyah Medan with the aim of, it can be useful for the teacher in teaching English reading material. In developing the materials this research used Research and Development (R&D) by following six stages of R&D according to Borg and Gall (2003), they are: gathering the data and information, analyzing the data, designing new reading materials, validating new reading materials, revising new reading materials and final product.

The differences of this research from previous research are there are not many research with the same subject as of this research, which is nursing assistant, this research is about developing reading materials about descriptive text which

usually research about developing is about procedure text. The primary focus of this research is the development of descriptive text reading materials intended for tenth grade nursing assistant students.

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

Problem of a study is referred to the gap between hope and reality, the gap between what should be and what is actually, the gap between what is required and what is available, the gap between expectations and achievements, and the gap between target and scope, it is based on the description of the background of the study (Grant & Osanloo, 2014). Based on the background of this study, the writer formulated the problem of the study as:

“How is the development of reading descriptive text materials for the tenth grade students of Nursing Assistant at SMK Kesehatan Hafsyah Medan?”

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

The objective of a study reveal the goals to be achieved in the research and formulated briefly based on the problems of the research (Grant & Osanloo, 2014).

The objective of this study is “to develop the appropriate English reading materials about descriptive text for the tenth grade students of Nursing Assistant at SMK Kesehatan Hafsyah Medan.” The appropriateness of the developed reading materials will be validated by two experts. The validation process will be conducted by using an expert assessment questionnaire. The experts will assess and provide suggestions on the first draft of the reading materials, whether the reading materials

met the eligibility requirements proposed by the Badan Standar Nasional Pendidikan (BSNP). The criteria for appropriate reading materials consist of four aspects, namely the feasibility of linguistic, process, content, and layout of reading materials.

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

The various problems identified are then selected to determine the problems that are necessary to study. This is done with the aim that the problem can be answered and studied in depth. With clear scope of the study, it can direct attention more carefully and can formulate problems more specifically (Grant & Osanloo, 2014). This research centers on “developing the appropriate reading materials for tenth grade students of the nursing assistant study program at SMK Kesehatan Hafsyah Medan. The scope of this study is on the reading materials in descriptive text.”

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

The significance of a study provides the readers with information about how the research will contribute, and it should state explicitly what the research will contribute and who will benefit from it (Grant & Osanloo, 2014). The anticipated outcomes of this study aim to offer valuable insights both in theory and practice.

These outcomes can be outlined as follow:

1. Theoretically

The research findings are expected to make valuable contribution by

supporting the development of reading materials. In other words, the findings of this research provide information and theories which related to the areas of English reading materials development, especially for English for Specific Purposes. The findings are further expected to be used as a reference for future researchers who conduct similar study.

## 2. Practically

This research is anticipated to be of practical benefit to:

- i) Teachers, the development of these materials is aimed to help the teacher to have the more relevant and appropriate materials used to teach tenth grade students of the Nursing Assistant Study Program.
- ii) Students, the development of these materials is expected to help the students to understand English reading materials easier, since it is in accordance with their major.
- iii) The other researchers, may find value in this study as it could serve as a guide for developing English reading materials and offer supplementary insights for future studies in the same domain.