

CHAPTER I

INTRODUCTION

1.1 Background of Study

In Indonesia, there are two kinds of Senior High School, namely senior high school (SMA) and vocational school (SMK). SMA differs from SMK. In general the students of SMA are prepared to continue their study to the university because they study general knowledge, while students of SMK are prepared to be ready for work because they study specific knowledge based on their competency, although they are not limited to continue their study to the university.

In line with Government Regulation RI No.20 of 2003 article 18 which stated that vocational school is a school in which the students are prepared to work in particular field. Vocational students need to be prepared to enter the working world after they graduated and should have some special abilities to support their knowledge. The government encourages the graduates of junior secondary level to proceed to vocational school. This encouragement is intended to prepare the human resources are ready to work in order to reduce unemployment in the productive age and reduce the number of poverty.

SMK 1 in Tapanuli Tengah have some majors. One of majors is computer network engineering. Computer network engineers, also known as network architects, are responsible for the testing, designing and maintenance of computer networking systems. These systems may involve a local office network or a large global network system. Those who work well independently and are

interested in computers and advanced Internet technology are ideally suited to get started in this career.

English in its curriculum considered to be important for now and the future for vocational school. Students are expected to master English fluently. Development of the language skills are aimed at the improvement of students' proficiency in English. Language classes at higher educational school use the text of specific professional fields. The text should be focused on the communicative needs of the students of a certain higher school level. In this case, teaching and learning of English through specific content and materials.

In Learning English focus on four basic skills: listening, reading, speaking and writing. Reading is one of important skill as the window to the world. It is an important skill for learners to acquire since gives the ability to understand words and sentences of English in general. Reading can be defined as perceiving a written text in order to understand its contents. Grellet (1986) explains that understanding a written text means extracting the required information from it as effective as possible.

According to Kennedy and Bolitho (1984), materials for reading play the role of activities; students are asked to read and try to comprehend as they are allowed to use dictionaries to learn new structures and vocabulary. Students have to skim, scan, relate graphs to text, relate diagrams to text, predict and sequence the structure of a text, and understand elliptical writing-telegrams. Such activities are means of joy as well as of teaching and learning. They help students in using and practising their available language resources as to develop their own skills,

strategies and level of comprehension; they are the practical contribution of theoretical lessons. Each material for reading is given to students in order to make them master specific points which themselves are helpful for their studies.

Appropriate of reading materials are needed to get rich information and increase mastery of vocabulary because when the students read the text, they will find new vocabulary there. It is supported by Hammer (1998) which stated that reading text provide opportunities to study language : vocabulary, grammar, punctuation and the way the students construct sentence, paragraph and texts. In other words, the students learn new vocabulary when they read a text. Vocabulary should be taught only in context, never in word lists to be memorized with dictionary defenitions (Scheleppegrell, 1986) as practiced by the teacher above.

Based on the realities many reading material available gives the concept of a subject matter described differently. The largest proportion of does not appropriate with knowledge field. In this case cause many SMK gradutaes do not have knowledge and lack information appropriate their field and they are not ready for the job because their ability and knowldege toward job field not accordance with the demand of the market.

Also, the existing learning materials at vocational school can not encourage and motivate the students optimally because it apparently does not designed by using students-centered learning. The teachers seems to be more dominant in teaching and learning process, while the students tend to be a good listener. The materials are designed not to be based on students activities so that the students are actively involved in teaching and learning process.

In SMK 1 Tapanuli Tengah uses book “ Key to Success English for Vocational School” published by Tiga Serangkai. It is not supply discussion in reading material appropriate their field. The materials are given focus on the grammar, exercise without covering the specific needs student of computer network engineering and so does the syllabus of computer network engineering. This school don't have the relevant book in teaching process. In addition, the text of reading seem irrelevant to the competency standart because the existing reading materials do not relate to the students' professionalism. For instance, the irrelevant text are in chapter I about hobbies and handling guest, in chapter II about general text, in chapter III about diagrams and job description, etc. This text seems inappropriate to the competency standard for students computer network engineering. The text was too general for them.

According to Hutchinson and Waters (1987:8) that to improve the learners' motivation and make learning better and faster, the lectures should prepare materials which are relevant to the students' need and interest. In addition For ESP teachers, the selection extends the use of what is available. Sometimes, they need to adapt or look for over the shelf materials in order to help ESP students achieve their aims Teacher must know that students have a specific purpose for learning English and specific term but they are seldom do needs analysis to find out what was necessary to actually achieve it. Or they probably do not know topic to teach appropriate the students' need.

Further, if associated with theory of authentic materials, the existing materials, particularly reading materials in teaching- learning process essentially

should give the real information or situation related to the students' field because authentic materials are important tools for use in ESP classes, they motivate and immerse learners in specific areas of the target language in which practice is needed. Beside that, choosing the reading material of computer network engineering should also concern to the language features (the sentence pattern, the technical vocabularies and the functional words), the level difficulties and the kinds of genres should be learned.

Therefore, this study is devoted to studying and designing reading materials of English for students of computer network engineering. In the other words, this research intended to analyze th existing syllabus and reading materials. If the existing reading materials are not in accordance with syllabus and relevant to the computer network engineering students' needs, designing reading materials are really required. The design of reading materials will use Authenticity - Centred Approach (ACA). According to Mishan (2005), authenticity centred approach is materials - centred and upholds the importance of materials design not only as a professional skill applied by course book writers, but as one used by individual teaching contexts. Simply, authenticity - centred approach is defined as a teaching approach which focuses on the materials, in this case authentic materials. The teacher gives an authentic text to the students in teaching learning process.

1.2 The Problems of The Study

Based on the background of the study, the research problems can be formulated as follows:

1. How are the existing English reading materials used for students of computer network engineering in SMK 1 Tapanuli Tengah?
2. What English reading materials are needed by students of computer network engineering in SMK 1 Tapanuli Tengah?
3. How to develop the English reading materials for students of computer network engineering in SMK 1 Tapanuli Tengah through ACA?

1.3 The Objectives of The Study

The research intends to the computer technique students needs in English.

Therefore the objective of the research are:

1. To know the existing English reading materials for students of computer network engineering in SMK 1 Tapanuli Tengah
2. To find out English reading materials are needed for students of computer network engineering in SMK 1 Tapanuli Tengah
3. To develop English reading material through ACA

1.4 The Scope of The Study

The study focused on the design and develop English reading materials which are relevant for students of computer network engineering through ACA.

1.5 The Significance of The Study

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

(1) Theoretically

This study is expected to develop the state of art of reading material through ACA. The materials are expected to provide a good reference and useful in developing the knowledge and science.

(2) Practically

This study is a conceptual contribution to

- a) The findings are expected to be used as inputs for the teachers, administrators, developers and educational institution in implemating and select appropriate English reading materials for their students.
- b) The students of computer network engineering to improve their ability in English and to master English that they need
- c) The researcher in term of promoting and exploring relevant materials to be thought and references in relevant study