

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is an important language around the world and also one of the life skills. Moreover, it takes more important role in the globalization era and AFTA (2003) in which no more boundaries exist among countries around the world. (Darmawan, A 2005: 2) stated that in this era of globalization, something that makes a language get its opportunity to be the most widely used as a means of communication is its competitive advantages.

Anwar, K (2000) states that in tertiary level, English teaching is applied on two purposes: the first is that English is taught as a foreign language program which teaches the four language skills known as English for General Purposes (EGP). The second is that English is given to the learners with the specific ultimate goal to enable them to understand English written texts in their fields of study. This is known as English for Specific Purposes (ESP). English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, agrolology, business, IT, teaching, and engineering.

ESP programs differ from general English language courses and contain the following characteristics such as; it designed to meet the specific needs of the learners. Beside that ESP also related in content (themes and topics) to particular disciplines or occupations use authentic work-specific documents and materials promote cultural awareness and seeks to improve

intercultural competency, and the last characteristic is ESP deliver intermediate and advanced level language training.

In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: (a) English for Science and Technology (EST), (b) English for Business and Economics (EBE), and (c) English for Social Studies (ESS). This last is not common, probably because it is not thought. Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Informatics is the science of information, the practice of information processing, and the engineering of information systems. Informatics studies the structure, algorithms, behavior, and interactions of natural and artificial systems that store, process, access and communicate information. It also develops its own conceptual and theoretical foundations and utilizes foundations developed in other fields. Since the advent of computers, individuals and organizations increasingly process information digitally. This has led to the study of informatics that has computational, cognitive and social aspects, including study of the social impact of information technologies.

English for Science and Technology (EST) is designed to help international undergraduates and graduate students and professionals become more comfortable using English as a common language in the fields of science and technology. In a highly interactive learning environment mixing group and individual project work with in class and out of class activities and visits students improve their overall English language skills (i.e., reading, speaking, reading and writing) as well as the critical thinking, verbal presentation, interviewing and research skills needed as international scientists, engineers and technical experts. (Jone Cizinauskiene,2001)

All of the ESP students have to mastering English language in four skills (Reading, Speaking, Writing, and Listening). Such a big problem for the ESP students, specifically in Gresik, they still learn an English subject using the general curriculum same as the general school used. Therefore, they need to learn an English subject based on their need as an ESP students. The general curriculum content the general material, meanwhile it does not match to the ESP students who was need learn about an English material with the specific ultimate goal to enable them to understand English subject in their fields of study. Through the appropriate and good material, the researcher hopes that they will get knowledge of an English subject based on their field.

Mostly, the entire vocational school using general material, and it also did not challenge them because the material of their English subject is not interesting and the content is not in the right way, which is it should be on the specific material based on their field. The material that they learn is still in form of handbook. When the teacher taught the reading skill material, they will not interesting on it. Meanwhile, the good one and complete references in Informatics field, usually get from the books or an internet which is using English language, because there are a lot of person in outside country developing informatics materials. Besides that, tool which is used by informatics students are using English language on it. For example Framework, Compiler, System of Management Database or the simple one is Operational System which is used by informatics students are using English language. It will going to be good, if they get the source of their English subject based on their field not in a general material like teaching and learning an English subject for now, specifically in reading skills.

By reading, informatics student may get a lot of information. The more he/she reads, the more information he/she will get. Even though some information can be obtained without

reading, for example by reading to teacher, seminar, radio, television etc, but by reading informatics student may get wider information about their field than reading. For example, someone who reads a book of manual operation of new software will get more information and direction clearly than someone who watches tutorial on television or *youtube*. A reader can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information.

In order to gain specific information, computer engineering and network student in SMK NU GRESIK should be taught how to read effectively and efficiently, such as making prediction about what will happen (Klingner, Vaughn and Boardman, 2007) because of the material that the student got from the teacher only a general material not right in their field of study.

Concerning with the matter above, the writer intends to conduct a study on developing English reading material for computer engineering and network student in SMK NU GRESIK. Hopefully, through such materials, informatics students should become more prepared and capable in their English mastery which more specific in their field.

1.2 Statement of Problem

Based on the background of the study above, the problem statement is developing English reading materials for 10th grade of computer engineering and network student in SMK NU GRESIK.

1.3 Purpose of the Study

The objectives of the research are to develop English reading material on the first semester for computer engineering and network student in SMK NU GRESIK based on the needs and inputs from other informants.

1.4 Significance of the Study

This research which is in the area of developing English reading material design is expected to give contribution to the teaching reading for computer engineering and network student in SMK NU GRESIK, the teacher, the reader and the other researcher.

For *the teacher*, it is expected that this study can be one of the materials that can have very useful function in teaching and learning reading for computer engineering and network student. For *the students*, the researcher hope that from this study, student can easily understood about their reading materials which is appropriate with the student need. For *the readers*, the researcher hopes that the readers would be inspired by this research to find other creative materials of reading for informatics students in teaching and learning activities. The last for *the other researchers*, this study may also be taken into an action research and development to find out the appropriate materials for informatics students.

1.5 Scope and Limitation of the Study

In order to make the discussion more specific, the writer wants to limit the topic and the discussion on; the English reading material selection for computer engineering and network student in SMK NU GRESIK on the first semester of 10thth grade.

1.6 The definition of key terms

Developing material is a dynamic process of improvement, which implies a change and advancement the English reading skill exercise material towards something better.

And to avoid any misunderstanding about the problems that terms are defined as follow:

Developing is making something that has already existed become adjustable through modification, in this case I'm as a researcher will develop English reading material for informatics student.

The material (the content) relevant for the learners' specializations, as they ought to be given the information representative for their target language use situation. It means that the proportion of reading skills, which are used in informatics communication by the computer engineering and network student in SMK NU GRESIK.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of the processes should be given consideration and should interact in the making of language learning materials.

ESP that stands for English Specific Purposes refers to a concept of teaching English as a foreign language for special purposes based on learner's needs in computer engineering and network student in SMK NU GRESIK.

EST is the area of study of English for science and technology. It emphasizes purposeful and utilitarian learning of English. The communicative needs of the learners are important consideration of course design. EST is concerned with the reading text, oral and written discourse of English for academic or professional, occupational or vocational purposes. EST mainly deals with learners at the tertiary level for whom the learning of English takes on a service role for their specific needs in study, work or research.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.