

CHAPTER I

INTRODUCTION

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1.1. Background of the Study

Based on the 1994 curriculum, there are three package programs for the third year senior high school students. Those three package programs are language package program, mathematical and natural science package program and social studies package program. The three package programs have the same level. The things that have made them different are the materials given. Therefore, the English materials that are given to mathematical and natural sciences package program students should be different from the English materials for language package program students and social studies package program students.

The 1994 curriculum states that the materials given and the teaching learning activities will be meaningful for the students if they meet with the students' needs that are related to the students' experience, interest, value system, and students' future. The 1994 curriculum also states that in teaching learning process, the main subject is the student. Therefore, the students' future and needs should be considered in all decisions that are related to teaching. It means that the English materials given for mathematical and natural sciences package program students should meet with the students' needs and the teaching learning process should be focused on the students' needs.

The opinion above is supported by De Lopez (1984:18) and Harvey (1984:24-27). Lopez says, "The material should be meaningful to the students...." Harvey says, "...the language to be taught is to fulfil their real needs." Therefore, the English

materials for the students of mathematical and natural sciences package program should meet their needs.

Besides meeting the students' needs, the English material given should be suitable with the students' goal. Griffiths (1995) says that the material given will be unacceptable to the students if it does not match with the students' goals.

According to the 1994 curriculum, the goal of mathematical and natural sciences package program students is to continue their studies to the higher level or institute that has relation with mathematics and natural sciences.

The writer finds that there is a gap between theory and the facts. The theory says that the materials given for the students should be suitable with needs, goals, and fields. Actually, the facts do not agree with the theory. Based on the writer's observation at some bookstores in Surabaya, she finds that there is no English materials especially given for mathematical and natural sciences package program students. Even if there is the book is actually more suitable to be used for social studies package program students. The book is entitled "English for SMU IPA" written by Drs. Toto Ciptono, M.A. and Drs. Suparto. This book has fifteen passages. Their titles are: Globalization in Economy; The Beautiful Indonesia Miniature Park; Electricity; Garuda Airlines Broaden Their Scopes; Politicians; The United Nation Organization; Transmigration; The Grassland Area; The Shopping Center; Indonesian Industry and Product Today; Energy Resources, Electricity, Nuclear, Energy; Sources of Energy; My Bank Account; The Role of Women; and Female Working Force. According to the writer, only five passages which are really suitable for SMU IPA. They are " Electricity; The Grassland Area; Indonesian Industry and Product Today; Energy Resources, Electricity, Nuclear,

Energy; and Sources of Energy". To make it clearer, the writer makes a table that can be seen below:

NO	TITLE	IPA	IPS
1	Globalization in Economy		V
2	The beautiful Indonesia Miniature Park		V
3	Electricity	V	
4	Garuda Air Lines Broaden Their Scopes		V
5	Politicians		V
6	The United Nation Organization		V
7	Transmigration		V
8	The grassland Area	V	
9	The shopping Center		V
10	Indonesian Industry and Product today	V	
11	Energy Resources, Electricity, Nuclear, Energy	V	
12	Sources of Energy	V	
13	My Bank Account		V
14	The Role of Women		V
15	Female Working Force		V
	TOTAL	5	10

From the table above, it is clear that only five from fifteen passages are suitable for SMU IPA. It means that only 33.33% materials given are suitable for SMU IPA students and 66.67% materials are more suitable for SMU IPS students.

This fact does not match with the 1994 curriculum that states that the most materials given for SMU IPA students should be in the field of IPA. Therefore, this fact encourages the writer to suggest reading materials for SMU IPA in order to make this package program effective for the students who have chosen the program.

Harvey (1980:34) says that reading has been part of school program in different countries for many years. It has received more attention than any other aspects of education. The ability to read well is the basis for success in school and later. The

more people read, the more they know their world, their environment, and its development. Therefore, there is no wonder that the instruction in the early grade elementary school is organized around learning to read.

This opinion is stressed by the government in the 1994 curriculum that the main objective of teaching and learning English as a foreign language for SMU in Indonesia is the ability to read. Therefore, the writer chooses to suggest reading material and not structure or other things that are also important in studying English as a foreign language. Bruder and Henderson (1986) say that exercises relating to the passages are needed to help students to comprehend and master the passage. Therefore, besides suggesting reading passage, the writer also gives some exercises relating to the passages which are suitable for the students to comprehend and to master the reading passages.

1.2. Statement of the Problem

Based on the background of the study, the writer finds that the major problem in this thesis is what the suitable supplement reading materials for SMU IPA are by considering the function of this package that is to prepare students who want to continue their studies to the higher institutes which subjects are on physical problems.

Specifically the aforementioned major problem may be stated in the following sub-problems:

1. What kind of supplement reading passages should be given?
2. What kind of reading exercises should be given?

1.3. The Aims and Significance of the Study

The writer hopes that this study will be some help for English teacher, especially teachers of mathematical and natural sciences package program, in their efforts to make the teaching and learning of English, especially the reading aspect, successful.

The writer also hopes that her study will be useful and will contribute to the planning of the ministry of education and culture that is to improve education in Indonesia in order to achieve the national goals.

1.4. The Scope and Limitation of the Study

Being aware of how limited the time given to finish it, the writer finds that it is necessary to limit the scope of the study. In this thesis, the writer only presents the suggestion of reading materials for the third year students of senior high school who join the mathematical and natural science program. The materials consist of reading passages and reading exercises that are given within a quarter.

This study does not include an evaluation of the materials such as how the difficulty level of the materials is, how the materials interest the students, how the materials really develop the students' English competence in mathematical and natural science program, and how the materials fit the allocated time at the school because the writer finds that the time given is not enough to do that.

1.5. Definition of the Key Terms

Before coming to the core of the study, it is better to know some of the key terms used in this thesis. There are three terms to be discussed concerning the main focus of this thesis. They are reading, material, and supplement.

1.5.1. Reading

Reading is a process in which we look at words printed on a page and derive some meaning from them. The discussion about reading through out this thesis is based on this opinion (Baker, 1974).

1.5.2. Material

Material is information from which a (written) work is to be produced. In this study, the materials used for teaching reading skill are reading passage and reading exercises (Longman, 1987:645).

1.5.3. supplement

supplement is something added to a book or paper to complete or improve it. (world Book, Inc,1983:2106)

1.6. Methodology of the Study

The great majority of the research for writing this thesis is carried out in the library. The writer collects facts and experts' opinion mostly from books, articles, and gathers facts and proofs from the reality within her own environment as well. After she gathers relevant facts and opinions from those sources, she relates, summarizes and expresses them in her own words. Then, she tries to suggest her own opinion concerning materials to develop the reading skill of SMU IPA.

The second activity is materials selection. She reads reading passages from reading books, magazines and articles as many as possible. Then, she chooses the most interesting materials based on several criteria.

After finding the most interesting and suitable reading passages, the writer makes some suitable exercises to help the students to master the reading passages..

1.7. Organization of the Thesis

This thesis consists of five chapters. Chapter I deals with Introduction including background of the study, statement of the problem, the aim and significance of the study, the scope and limitation of the study, the definition of the key terms, methodology of the thesis and organization of the thesis. Chapter II, "Review of the Related Literature" deals with theoretical background related to the study including approaches and steps to design the materials, the objectives of the materials and the principles of good reading materials, the principles and types of reading exercises, and the evaluation of materials design. Chapter III deals with the design of developing reading materials including the objectives, the principles, and the organization of the materials, and the principles and the types of reading exercises design. Chapter IV deals with the organization and the model of suggested reading materials. The last chapter, chapter V is conclusion and suggestion.