

Chapter 1. Introduction

This paper illustrates the research's highlight covering research background, research problems, research objectives, research significances that consist of for university, educators, students, and other researchers, and delimitation of study.

A. Research Background

English is the key language for international commerce and technology thus creating a group of new learners who knew exactly why they wanted to learn it learning and consequently teaching English bent to their wishes, demands and needs. The focus was shifted from grammar-based teaching to the actual use of the language in communication. It focused on the question of what students learn rather than how they learn thus providing an insight into specific language needs.

The mastering of English especially for the students of vocational high school is must be. It is because of future career. The learning method for vocational high school students is geared toward enabling graduates to develop support skills for a variety of careers as well as the ability to self-improve in order to keep up with science and technological advancements.

English is one of the subjects that are taught in vocational high school from first till third grade year. Teaching English at a vocational high school is a procedure in the field of education that prepares students for employment that are based on manual or practical tasks, are typically nonacademic, and are completely tied to a certain vocation. The ultimate goal of English instruction in vocational high schools is to prepare students to master English language skills and knowledge bases that will support the achievement of program expertise and skills

mastery of English language skills in oral and written communication at an advanced level.

In learning English, there are 4 skills that must be mastery for each students, one of them is reading skill. According to Tarigan (1990, p.7), reading is a process carried out and used by readers who desire to receive a message from the author through the medium of words or written language.

Grellet (2004, p.7) argues that reading is a never-ending game of guessing, and what you bring to the next book is frequently more significant than what you find within it. Students should be taught to use what they already know to understand unknown aspects in reading, whether they are thoughts or simple words.

When a student wants to dig up as much as possible the information that he wants, he must have a capability to understand a reading which closely related with methods and techniques. By having adequate reading skills, students can absorb the knowledge they have learned more easily.

In learning process, reading skills must be mastered by students because it functional nature, both of for continuing the studies reason and for communicating in larger community ones.

Reading comprehension is critical not only for understanding literature but also for broader learning, academic performance, and employment. Because of email, text, and social networking sites, it is even more crucial for our social lives. Reading comprehension is a difficult undertaking that necessitates the coordination of numerous cognitive skills and abilities.

Oakhill, at all (2015, p.1) stated that at the very least, effective word reading is required for reading comprehension. If readers can't recognize (decode) a word in the text, they won't be able to comprehend the entire text. Similarly, good reading comprehension is dependent on a general understanding of language. This necessitates an understanding of individual words as well as the sentences that they compose.

People who like to read for gaining new knowledge and insights that will further increase their intelligence so that they are better able to face up their challenges in the future. In English learning at vocational high school, reading skill are the most one that be mastered by a student. So, the main thing in reading is to develop students who do read and also motivate them for reading.

A reading problem that always arises in learning process is the difficulties in understanding a text. I found the second grade of tourism students' problem in reading when I had given a formative text in the topic of 'procedure text' at the first semester of academic year 2018/2019. From 30 students, only 11 students (37%) who can get score above the minimum completeness criteria. When I reflected on the learning on the topic, most of them described their difficulties with vocabulary mastery. Some of them also express their boredom and disinterest in reading activities.

To grow their motivation and interest in reading activities, reading materials that are related to their real life are needed, especially for vocational students who need to present learning materials that are relevant to their major. For the examples, the tourism students who have prepared their career in tourist

industry in terms of being a tour guide, tour planning, airline ticketing staff, and or as an event organizer. Reading materials that are relevant to their major are expected to enrich their vocabulary and to grow up their self-confidence in practical major subjects.

This is connected to English for Specific Purpose (ESP), which is defined as preparing students to utilize English for academic, professional, or work-related purposes, as well as program design based on needs analysis. According to Bastrukmen (2010, p.13), school textbooks must be designed using ESP to meet the demands of students. It is obvious that the English taught in vocational schools must be specific to their field, not generalized English. ESP should also use techniques and be focused on language that is appropriate for the students' activities.

As a result, in order to encourage and engage students, a teacher must construct teaching materials by looking for connections between English and their specialties. Students' motivation to learn English will rise as a result of seeing that the English they learn is not in vain and has a connection to their major.

I have analyzed students' text books those are: (1) Bahasa Inggris for SMA/MA/SMK/MAK kelas XI that is provided by the government by revision edition Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017 and (2) Forward an English Course for Vocational School Students Grade XI that is published by Erlangga. Both of the text books have been compiled based on the 2013 curriculum, but the contents are still general in nature, there is no textbook whose specifications lead to activities to foster learning experiences related to

activities in the tourism industry as a basis for motivating tourism vocational students to be more competent in their Major.

Besides that, there has been a change in the structure of basic competencies in learning English which was previously regulated in the regulation of Direktorat Jenderal number 464 where for class XI consists of 10 basic competencies in an academic year, it becomes the regulation of Peraturan Direktorat Jenderal number 27 that class XI consists of 7 basic competencies in an academic year. Therefore, it is necessary to make adjustments in giving of supplementary materials to students.

Based on these facts, it is necessary to develop supplementary reading materials for Tourism vocational students so that they can gain a deep understanding of English language skills which can then be applied in real life, more specifically in the work field of the tourism industry.

A textbook must also be produced using certain learning methodologies or strategies. In order to comprehend the subject, students require an approach. Reading comprehension, in particular, necessitates the ability to comprehend the key ideas, important details, and overall grasp of the reading. As a result, we must learn the vocabulary of textual structure. In the last fifty years, many approaches for improving reading skills have been created, one of which is the Contextual Teaching and Learning (CTL) method.

The importance of a knowledge lies in its use and in our mastery of that knowledge. Therefore, it is necessary to select knowledge to determine what is relevant and apply it to the value of our direct experience. Likewise with a

reading, a learner will be able to quickly understand a reading material if it is relevant to his experience, so he can easily understand, analyze, and process the information contained in the text.

Johnson (2002, p.34) said that contextual learning and teaching is a method of a rooted system based on the notion that meaning will emerge from the relationship between content and context. Context will give meaning to the content. According to him, the more relationship that students find in a broad context, the more meaningful the content is to them. A teacher's responsibility in this scenario is to provide context.

The more their ability to connect academic learning to this context, the more meaning they will receive from the lessons. Understanding the significance of knowledge and skills is the first step toward mastery of knowledge and abilities. Constructivism, Questioning, Inquiry, Community Learning, Modelling, and Authentic Assessment are the seven main components of effective learning in this process.

The Covid-19 pandemic has had a significant impact on several areas, including education, in recent years. Almost all schools and institutions in the Covid-19-affected nations have adopted a distance learning policy. Distance learning presents new challenges for teachers, students, institution, and large community include the students' parents. In practice, teacher must find and prepare any attractive ways so that learning material can be conveyed and received well by students optimally.

One of the facilities that must be owned by students in implementing distance learning at this time is a smartphone. It has various applications that are useful for its users. Its sophistication makes it easy for updating information. It is the convenience that educators then look at to optimize it for supporting the learning and teaching process in schools.

QR Code is a type of matrix code or two-dimensional barcode created by Denso Wave, a division of Denso Corporation, a Japanese company, and published in 1994 with the main functionality of being easily read by a QR scanner. QR stands for Quick Response and has the purpose of both giving and receiving information quickly.

When given in the form of a QR Code, a teaching material is incredibly effective and efficient. The idea is to make it easier for students to get access to it, even if they are studying remotely. The main advantage of QR Code is its low cost and lots of information that can be obtained as well speed in accessing information.

It has motivated researcher to conduct research on the development of teaching materials which are expected to help students, especially in learning process of the Tourism Department.

To summarize, the goal of this project was to create additional reading material for second grade students in the Tourism Department at SMK Negeri 1 Gorontalo using an integrated Contextual Teaching and Learning (CTL) approach backed by QR codes. The CTL concept, which incorporates QR codes, aims to provide students with a meaningful English reading learning experience.

B. Research Problems

The research problems of this study formulate:

1. How to develop the supplementary reading material based on the contextual teaching and learning which supported by QR Code for The Second grade Tourism Department students?
2. How to apply the supplementary reading material based on the contextual teaching and learning which supported by QR Code to The Second grade Tourism Department students?

C. Research Objectives

This study has some aims that cope with students and English material. Those aims are:

1. To develop the supplementary reading material based on the contextual teaching and learning which supported by QR Code for The Second grade Tourism Department students.
2. To apply the supplementary reading material based on the contextual teaching and learning which supported by QR Code to The Second grade Tourism Department students.

D. Research Significances

This research is expected can motivate the educators in developing the course book related to the students' major and also can be a solution for educators for improving and encouraging their students' motivation in learning English through the course book by integrating the proper approach and technology as an innovation of teaching English. It is also expected to serve as a source of

information and self-study for students who are interested in learning English via distance learning.

This study was be a reference, a source for post graduate students who interest in conducting research and development for English skills that integrated with the proper approach and supported by technology especially for English education program.

E. Scope of Study

This research focuses on developing supplementary reading material for the second grade Tourism Department at SMK Negeri 1 Gorontalo in the academic year 2021/2022, using a contextual teaching and learning approach that supported by QR codes.

