

CHAPTER I INTRODUCTION

A. The Background of Study

Indonesia ranked at 60 out of 120 countries in the world based on the Education for all Development Index (EDI) data in 2010 (UNESCO, 2012). The value of EDI standard consists of 4 component, they are universal primary education, adult literacy, gender parity and equality, and quality of education. It proves the low quality of Indonesia's education.

This phenomenon forced the educational workers to evaluate the weaknesses and to work hard to find the right solution to improve the quality of education in Indonesia. Education in Indonesia is carried out in accordance with the curriculum which has been prepared by the Ministry of Culture and Elementary and Secondary Education. The formation of the curriculum has to take into account the needs of learners in Indonesia in order to compete globally. Surely if curriculum has been carefully compiled and run well too, then the quality of education in Indonesia will increase.

Implementation of the curriculum can be seen directly through the process of teaching and learning in schools in Indonesia. Level of education in Indonesia starting from elementary school, junior high school, high school, university, has to be carried out in accordance with the applicable curriculum so as to achieve the learning objectives perfectly.

In addition, Indonesia has also vocational schools educate the students in accordance with the interests and talents of the students. There are various courses

offered as technology, engineering, business management, hospitality, and even culinary art.

Moreover, there are also religious schools such as Islamic Boarding School (*Pesantren*). Currently many Moslem parents prefer their children to study in Islamic Boarding School, especially modern Islamic Boarding School. This is due to the encouragement of parents that are very concerned about the moral and ethical education, but still want their children are knowledgeable and able to master the technology. So expectation to learners which are studying in boarding schools can explore Islam and give a good influence on their behavior even when they face the competition in the era of globalization.

In general, students who learn in a modern Islamic Boarding School must spend 24 hours of his daily life in the dorm, but the process of learning in the classroom is no different from other general schools. Teaching and learning process in Islamic Boarding School also follow the applicable curriculum in Indonesia. It takes a little different because the students are given additional subjects related to Islam, such as Fiqh, Qur'an Hadits, History of Islam, and so on. The teachers of Islamic Boarding School also use teaching materials to support the learning process as in general schools.

Learning process cannot be separated from the teaching materials. Teaching sets such as syllabus, lesson plans, textbooks, and media are prepared as a guideline in the implementation of teaching and learning. Teacher has an important role to select the suitable material for students (Spelleri in Sarapli, 2011). Teaching materials must be prepared in accordance with the needs of

learners so that learners are able to achieve the learning objectives because they are truly motivated to study only if teaching material constantly addresses their needs (Blagojevic, 2013), especially textbook as a source of learning relates directly to the level of skills and knowledge of learners. Textbooks or course books either required or supplementary provide content and teaching-learning activities, which shape much of what happens in the classroom (Celce-Murcia in Widodo, 2007).

Textbooks produced by publishers are prepared in accordance with a set curriculum in the education system of Indonesia. However, this textbook is only able to fulfill the needs of learners who are in public schools. Vocational and religious school, such as boarding schools certainly have different special needs to learners who are in general schools.

Education of Islamic Boarding School aims to form students to master the science of religion and able to spread Islam all over the world. Therefore, teaching and learning in classroom should be able to fulfill the mission of Islamic Boarding School's education. To complete the mission, the most suitable subject to support the needs of learners in Islamic Boarding School is English as an International language. Moreover, the students have to speak English as daily language in dormitory beside Arabic. The students also have speech class in order to train them mastering public speaking in English and Arabic. The topic of speech must be about Islam knowledge and law.

English has four language skills to be dominated by learners; they are reading, writing, listening and speaking. From the fourth skills, reading is a

receptive skill which as a fundamental to build the knowledge and insight of learners. Generally reading skills practice is done through reading comprehension contained in the genre of the text in a textbook. After students read the text, they are instructed to answer questions related to the text.

Unfortunately reading skills is only goal-oriented rather than process. The ability of reading skills is measured by the extent to which learners are able to answer such questions. Supposedly reading material is also able to provide insight in accordance with the needs of the students, because in the process of reading, students use their background knowledge and integrate it with new knowledge through text they read.

Reading material contained in a book published by Ministry of Culture and Elementary and Secondary Education used by learners in Darul Arafah Islamic Boarding School Lau Bakeri would not be able to meet their specific needs. For example in the book of English class X of second semester of Senior High School, there are two types of text which will be learnt. They are Biographical Recount and Narrative text. Biographical Recount biography describes BJ Habibie's biography. However, that reading material does not meet the needs of learners at the school who must master the science of Islam. Similarly, the narrative text entitled *Malin Kundang*, the folklore of West Sumatera, does not provide insights pertaining to Islam.

Reading materials which suits the needs of learners would be easier for them to achieve the learning objectives. Texts which are recognizable to students in terms of content, form and culture, can help them overcome any reading

comprehension difficulties they may encounter with less common vocabulary, and with words specific only to the subject presented (Paulston & Bruder in Sullivan, 2012). So if reading material contained in the book deals with knowledge about Islam, learners will be more easily connect their basic knowledge of religion with the new knowledge contained in the form of English. Learners will add their Islamic knowledge and practice their English language skills through vocabulary and writing style of the text.

Therefore, the teacher as a facilitator in the learning process in the classroom should be able to develop reading materials that support the needs of learners. Then students not only achieve the learning objectives in the subjects of English, but also improve the knowledge of Islam in English through teacher-developed reading material.

B. The Problem of Study

Based on the identifications of problem above, the problems of study are:

1. What English reading materials are needed by students of Islamic Boarding School?
2. How should English reading materials be developed for students of Islamic Boarding School?

C. The Objective of Study

The objectives of study are:

1. To design English reading materials needed by students of Islamic Boarding School.

2. To develop English reading materials for students of Islamic Boarding School.

D. The Scope of Study

The scope of the study is to develop reading materials based on students' need – Islamic knowledge; it will be applied in the first grade senior high school – Darul Arafah Islamic Boarding School Lau Bakeri. The skill that will be concerned on is reading comprehension, especially in narrative and recount text.

E. The Significance of Study

The finding of this research can be useful to teachers theoretically and practically in providing information about developing teaching materials.

Theoretically, this research can provide information and theories about developing English reading materials to teachers. Meanwhile, practically it can be reference to teacher especially in Islamic Boarding School in attempt to develop teaching materials. Teachers can see the importance of having teacher-developed materials for students in learning process.

Moreover the students can get more motivation to learn English which can integrate into their major. It will increase students' achievement in English. In addition, this research can be a reference to the next researchers who want to conduct a research about developing teaching materials for students.