

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is widely used in many situations, such as business, entertainment, community, social media, and education. English language as an international language makes people learn English language. The importance of learning English becomes one of the significant reason why English language is included as a lesson in the curriculum in Indonesia.

English has four macro-skills that every student has to acquire. They are reading, writing, listening and speaking. In curriculum, the four-skills should be integrated each other. Reading and listening skills are receptive skills. The students need to learn receptive skill first so they can produce production skills in the form of texts or speeches. Someone should read more so he can produce written text, someone also should listen more so he can produce speech.

Reading is an important skill because it functions as literacy skill. It means that when someone is going to master certain knowledge, the first thing students must does is to be able to read. By reading, someone will understand certain knowledge and he will get more knowledge. Harmer (2007) says that reading is useful for language acquisition. In line with Harmer, Lu (2002) states that reading is the basis of all other skills in language learning. Then, Rivers (1981) states that reading is the most important activity in any language class, not only as a source of information

and a pleasurable activity, but also as the means of consolidating and extending the knowledge of the language.

The Ministry of Education in Indonesia designs Curriculum 2013 as the newest curriculum in Indonesia. It is stated in UU nomor 20 tahun 2013; PP nomor 19 tahun 2005 that a curriculum is a set of plans and rules about the aim, content, and course materials and also the way that is used as the orientation of teaching and learning implementation in order to reach the goal of national education. Students of junior high school should master some micro skills as stated in the Core Competence and Basic Competence. In the Curriculum 2013, it takes a significant role in teaching learning process. According to the steps of Scientific Approach, which are Observing, Questioning, Collecting Data, Analyzing, Communicating, and Creating, the materials that will be given to students must be well-prepared and be well-observed. Teachers should teach intelligently to support the goal of teaching learning process.

Besides the curriculum that is the important orientation in the education system, the textbooks with good materials that meet student needs and interests are also important to reach the goal of national education. Without any textbooks, the students cannot learn English comprehensively and would be less motivated. Moreover, the seven grade students of Junior High School, as beginners, need to receive more inputs in order to explore their reading skills through textbooks with good materials. Therefore, the

English teachers need to facilitate the students by providing appropriate materials, so that the learning purposes can be reached.

However, what the researcher found in SMP Al-Washliyah 8 Medan Based on the observation during PPL period in Agustus – October 2018, The researcher did an interview with some teachers and students to find the specific problem. From the interview of some students they stated that they were not highly interested in reading books and texts because of the arrangement of the book is quite bored. Most of students stated that they will be interested when the book consists of some animation pictures that related to their daily activity based on every cartoon or animation they always watched on Television. When they read, they need to look at the books all the time and they feel sleepy when they are reading books. These facts affect their reading activity and score. Good model texts should be those which are interesting and good for students. It seems that reading process could not run effectively and the students get nothing from it.

The students were not interested in reading. Most of students stated that reading is a bored activity that they would not happy in every learning process of reading materials. The student also stated that the teacher only gave his attention to few students who sat in the front row so that the students in the back row was quite lazy to give attention to the teacher during the learning process. The researcher saw the students were talking to their friends when their teacher was explaining about text. They were silent when their teacher asked them to be silent but it did not have to wait so long

to find them make noise again in the class. It also happened when the teacher asked the students to do the exercises.

The researcher also found from the interview that the teacher in SMP Al-Washliyah 8 Medan only used the material that are provided by the government without any addition from any resources that may help the student in learning process. Some teachers stated that they are now too busy in teaching the students and dealing with the school administrative works. Most of the English teachers in SMP Al-Washliyah 8 Medan are also not able to design the appropriate materials since they did not get the knowledge about how to design materials in the university. When the teachers do not have the ability to do so, they tend to supplement the course book with the available materials that are sold in the market where it is quite similar with the book material provided by the government.

In references to the consideration above, supplementary English reading materials for Grade VII students of SMP Al-Washliyah 8 Medan have to be developed. It is very useful to supplement the textbooks that are provided by the government. Added to this, the reading materials are developed based on the students' needs and interests, so that they are highly motivated to learn English.

B. Problems Identification

Based on the background of the study, the first problem that was identified is the difficulty to design the appropriate English materials where some teachers stated that they did not get the knowledge about how to

design materials in the University properly. It is needed by the students since appropriate materials are good input for them. Tomlinson (1998) states that materials can be used by the English teachers or the learners in order to increase the knowledge and/or experiences that are related to the target language. Considering that materials are used as the input and exposure, they have to be designed based on the learners' needs in order to guide the learners to reach the learning purposes.

Many English books that are sold in the market do not meet the students' needs and interests as the researcher identified from the background of the study, where it is provide same arrangement and organized exactly like the book material provided by the government. The differences between book that are sold in the market and book provided by the government is only the guide for the teacher to explain all the materials, and what the researcher found is the teacher only used the course book with the available materials that are sold in the market.

Related to the the English materials that have been provided by the government, the researcher did the interview with some students and most of them stated that the book is quite bored because of some factors that do not meet their needs an interests that the resercher has explained in the background of study. The students also stated that the book does not contain the interesting input like some picture or colours that make student bored and less motivate in reading learning process. It also shows how little the exposure that the students receive dealing with their reading skills.

C. Formulation of the Problem

In line with the background of the problems and the identification of the problems, the problem in this research is formulated as follows.

“How can Task-based supplementary english reading material of descriptive text can be developed for the teaching reading at grade VII of SMP Al-Washliyah 8 Medan?”

D. Objectives of the Development

The study has some objectives that cope with students and English materials. Those objectives are:

“To develop task-based supplementary English reading materials focusing on descriptive texts for Grade VII students of SMP Al-Washliyah 8 Medan.”

E. Specification of the Product

The product of this study is the Task-Based supplementary English reading materials focusing on descriptive text, the course grid and the key answer of all task.

F. Significance of the Study

The study is expected to have a significant contribution theoretically and practically for:

1. The Grade VII students of SMP Al-Washliyah 8 Medan

By learning through the supplementary materials that provide the student needs and interests, student would be able to highly motivated in learning english and have more practices in reading activity.

2. The Grade VII teachers of SMP Al-Washliyah 8 Medan

The research findings are expected to guide English teachers in developing an appropriate learning materials for their students in order to improve their English teacher and learning process.

3. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion.

