

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English can give many advantages for people. Most of people have ability in reading English; we can be easy to get much information which you want for sciences, education, sport or music especially we can download documents that are useful for our major. English give us many chances to have a good job for people because there are many companies and domestic companies which require employee's English skill.

In Indonesia, levels of education start from elementary school, junior high school, senior high school and up to university. Besides public schools, there are also Islamic schools such as Islamic junior high school (*MTs*) and Islamic boarding school (*Pesantren*). Islamic junior high school (*MTs*) is usually called *madrasah*. *Madrasah* is a form of classical education that is entered Indonesia in line with the current Islamic modernization. Tilaar in Yuli & Adhikrishna (2011).

In general, in Islamic junior high school (*MTs*) the process of learning in the classroom is not different from other public schools. Moreover, many Muslim parents prefer their children study in the Islamic schools especially Islamic junior high school (*MTs*) because they have expectation that their children can get common or Islamic knowledge especially about Islam, their children can learn Islamic moral so it can give good influence to their behavior, and they can also explore more Islamic knowledge to face the competition in the their future.

Learning process in Islamic junior high school is based on application of curriculum in Indonesia. However, there are few additional Islamic subjects for instances like Arabic Language, *Qur'an Hadits*, History of Islam, *Aqidah Akhlaq*, etc. In addition, the teachers use also learning material as in public school. Brian Tomlinson (2001: 66) says that learning materials is anything which is used to help language learners to learn. Materials can be in the form, for instances of textbooks, pictures, charts, cassettes, video, workbooks or photocopied handout, a newspaper, etc.

English learning materials are divided into four skills that should be mastered such as; listening, speaking, reading, and writing. One of the four skills that students have to achieve is reading. Reading is one of the important skills that have to be mastered by learners. Reading can be defined as understanding what has been read. Generally, reading skill practice is done through reading comprehension contained in the genre of the text in a textbook. After the students read, they are instructed to answer questions related to the text. Supposedly, reading material can also provide insight in accordance with the needs of the students, because in process reading used their background knowledge and integrated it with new knowledge through text they read.

According to Depdiknas (2006) states that the learning of reading in junior high school or Islamic junior high school aims as follows; (1) to develop the students' oral and written communicative competence to reach the level of functional literacy, (2) having awareness of the nature and importance of English to enhance competitiveness nation in the global society, (3) to develop students'

comprehension about the correlation of language and culture. Prior to this aim, skills in reading texts are taught in the hope that the students can understand the meaning of written texts.

However based on the writer's observation of Cerdas Murni Islamic junior high school in Tembung, it was found that they were not interested in the reading material, easy to get bored or lack motivated to understand the text of reading material and reading material contained in a book published by Yudistira "*The Bridge English Competence*" for SMP Eighth Grade is used by learners would not meet their specific needs. Textbooks produced by publisher 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 the public school. Vocational and religious schools, such as Islamic junior high schools certainly have different special needs to the learners than learners of the public school. For example, in the textbook is found in the reading material of Cerdas Murni Islamic junior high school, there is one type of text which will be learnt. The reading material is not relevant to student needs. It is recount text that entitled My Wish, My trip to Bunaken. They are general personal recounts. And the biographical of Agnes Monica. The reading material does not meet the needs of learners at the school who must master the science of Islam and it does not also provide insights pertaining to Islam.

Paulston & Brader in Sullivan (2012) states that reading materials which are suitable the needs of learners would be easier for them to achieve the learning purposes. Texts which are recognizable to students in terms of content can help

them overcome any reading comprehension difficulties; they may encounter with less common vocabulary and with words specific only to the subject presented. So if reading material contains in book deals with knowledge about Islam, learners will be more easily connect their basic Islamic knowledge with the new knowledge and practice their English language skills through vocabulary and writing style of the text.

From the explanation above, teacher has a responsibility to facilitate students in learning in the classroom. If the teachers find unsuitable material to the students' needs, they should develop the learning materials to achieve the learning purposes in English subject, and the students can also improve the knowledge of Islam in English through teacher-developed reading material.

B. The Problem of Study

Based on the background above, the problem of study is formulated as followed:

“How should suitable English reading materials be developed for students of Cerdas Murni Islamic junior high school?”

C. The Objective of Study

The objective of the study is to develop suitable English reading materials needed for students of Cerdas Murni Islamic junior high school.

D. The Scope of Study

The scope of study is to develop suitable English reading materials based on students' needs – Islamic knowledge. The materials are applied in the Eighth grade of Cerdas Murni Islamic junior high school (*MTs Cerdas Murni*) in

Tembung. The skill that is concerned on reading comprehension was spoken mode, particularly in recount text.

E. The Significances of Study

The results of this research are expected to be useful to the teachers theoretically and practically in providing information about developing English reading materials.

1. Theoretically

This research can provide information and theories especially to develop suitable English reading materials of Eighth Grade of Cerdas Murni Islamic junior high school (MTs Cerdas Murni).

2. Practically

This research is practically expected to be able to contribute some benefits:

a. For writer

By having this research, the writer develops to enhance knowledge about the importance of material for students in learning process and how to develop materials in improving students' achievement on reading comprehension.

b. For English teachers

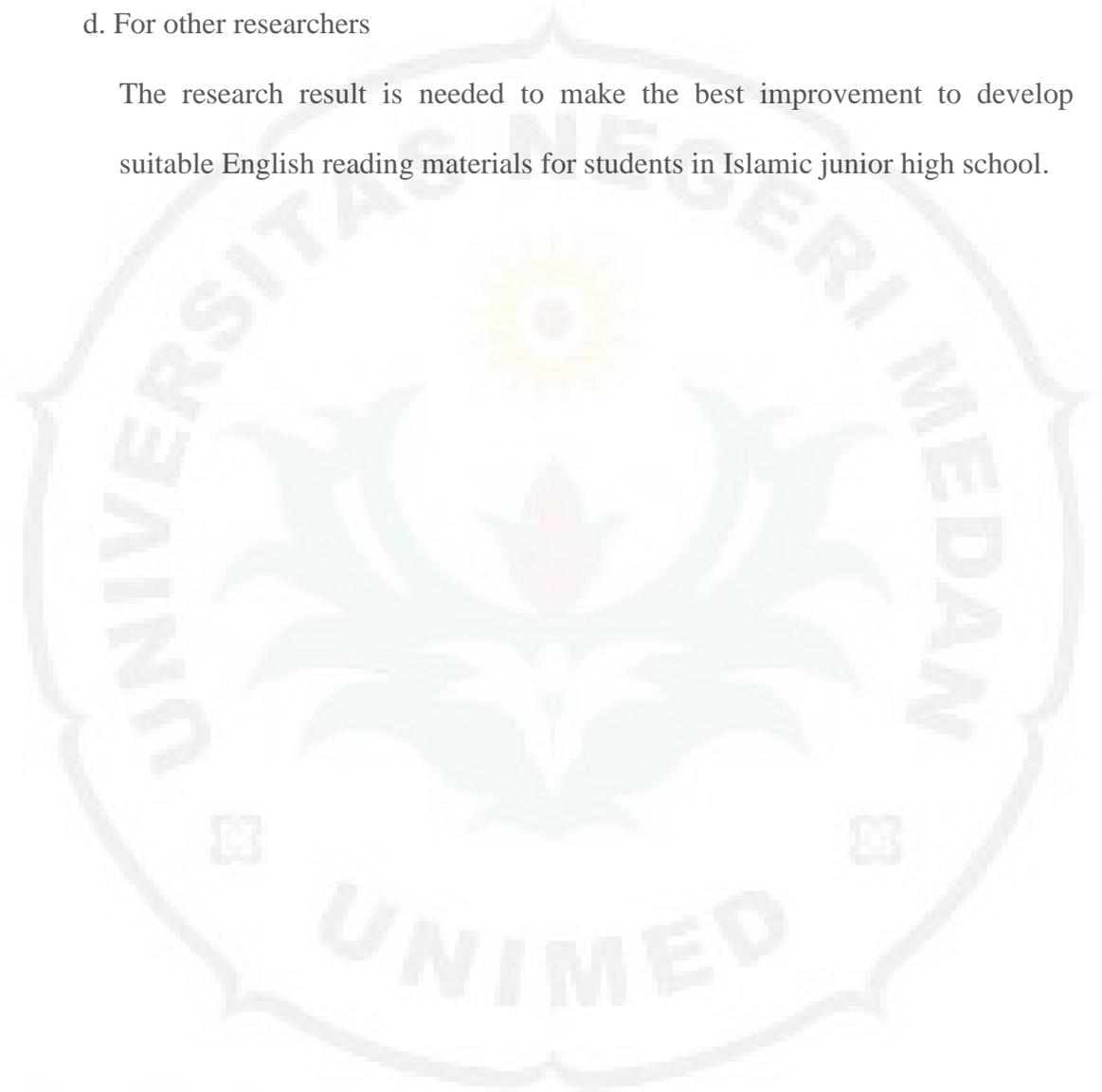
The research result is expected to be reference to improve the teachers' creativity in developing suitable English reading materials.

c. For the students

The students should increase their motivation and mastery of reading comprehension because topic in English reading text materials is suitable based on Islamic students' needs.

d. For other researchers

The research result is needed to make the best improvement to develop suitable English reading materials for students in Islamic junior high school.



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