CHAPTER I

INTRODUCTION

A. Background of the study

English has become one of the tools to connect people in communicating with each other as it is international language that covers almost all of aspects in people life and that is why English is included as a lesson in the curriculum in Indonesia. English taught in school from elementary to college level and even it becomes one of the subject examined in national examination. In the national education curriculum in Indonesia, students learn English as a foreign language. The foreign language learners learn English formally in the teaching situation context. The advancement of integrating the internet in the teaching and learning process is called as web-based learning. Everybody, including students and teachers has been familiar in using internet.

The technology is able to enhance students' motivation in learning English, encourage autonomous learners and deliver the information in the attractive way. Internet provides both teachers and students with authentic learning materials in the different formats (e.g. video, audio, picture, etc), and a place for idea sharing and meaning negotiation (Abdallah, 2010). Then, the internet can be accessed everywhere and every time for to find the information anything else and it can be used for supporting media in teaching learning processes.

The notable feature of the 21st century is one that is increasingly intertwined with the world of science and technology, so that the synergy between them is

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getting faster. Related to the use of information and communication technology ICT in the world education, has resulted in increasingly the merging of the dimensions of "space and time" which has been a determining factor for speed and success human mastery of science and technology. In this 21st century we are challenged to be able to create a system of education than can contribute to the resources of thinkers who are able to contribute to building social order and knowledge-conscious economy as befits world citizens in the 21st century. Of course in looking to ahead and designing our steps should not completely turn away from the reality that binds us with life reality.

BSNP, 2010:22 various efforts in order to improve the quality of education have always been carried out, adjusted to the development of the situation and conditions, and the era that occurred. In context Education in the 21st century there are parties who react to it as an opportunity, but some are view it as challenge or obstacle, or other ways of reacting, depending on abilities and perspective of each.

In my thesis, the writer focuses in reading descriptive text, one of the type genre since junior high school descriptive already to learn and then to next in senior high school this descriptive material constant to learn with to be specific like person, thing, animal and place. The text that described person usually describes shape of body, habit, age, activity. Furthermore, place usually describes about location, size, and content. Then, thing usually describes shape, location, density, content, size, weight, height, width, and so on.

Moreover, Abisamra (2001), descriptive is text the text picturing the person, place and thing with clear detail to help the readers visualize an object is being described. In conclusion, descriptive text is kind of text which states, portraits, or describes something, like a person, place and thing. the purpose of the description is simply, that is to describe to directly present things. In my opinion descriptive text is to describe one of thing, animal, person and place when the teacher give a picture for the students and then the students give to describe, opinion and explain a picture it.

From the results of observation at SMA Swasta Prayatna Medan there are limited a learning media such as proyektor, laptop, web-based learning and internet, the teacher only focused about text book to explain descriptive material and the teacher only using the media manual like a carton I feel that is not optimal to use for students senior high school in this era digital the students have mastered the development of rapid technology and they are to look for the information only through mobile phones, gadgets and laptops to connect internet. Based on what has been described, it is necessary to have improvements to the learning process that can foster student interest in English subjects and students can be more active. One effort that can be done to improve student learning outcomes is by using media lessons and internet usage can support teaching and learning processes and there are so many internet users in Indonesia, some schools start using the internet to gain its advantages. One of those schools is SMA Swasta Prayatna Medan. SMA Swasta Prayatna Medan has improved their information Technology (IT) facilities specifically in internet properly. They have established a *hot spot* area and built a computer laboratory which

is equipped with the Internet, so that both teachers and students can have free access to the internet to support the teaching and learning activities. The writer also develop media like web-based learning that is application Blog spot to supporting and interesting teaching learning process for the students.

From the results of interview with English teacher at SMA Swasta Prayatna Medan specifically showed that English learning had been done by lectures and how to explain the material in the textbook and the teacher gave assignments to students. One of the students said that English lessons were less attractive and made learning activities less than optimal.

Based on the preliminary observation held in SMA Swasta Prayatna Medan is not optimal enough. Teachers and students did not use internet as the school's expectation. The teachers seem hesitate and awkward in using computer laboratory and internet support their teaching learning activities because there are many websites which contain learning materials in the internet but the materials doesn't meet with the learners' needs. Then, most students use the internet provided by school only for entertainment purposes, such as playing online games and accessing social network (*Facebook, Instagram Ttwitter*).

Considering the facts above, this research is intended to developing descriptive reading material through web-based learning which are appropriate for the students' needs, and the standard and the basic competence. Through web site can be a supplementary or an additional source for teacher and students.

B. Identification of Problem

According to the writer observation at SMA Swasta Prayatna Medan, there are several problems that cause English teaching and learning process being ineffective and media is limit. Students in the school still not too understand the material well to reading skills because they do not have much intention to read English texts like descriptive text although in fact reading is one of the keys to get much exposure that can improve their English ability. One of the important things that can make English teaching and learning become effective is material. Appropriate material refer to the material that meet the need of students. Material will give a direct impact to the teaching and learning process since the students can relate what they learn in English to the real world they are facing.

Based on the 21st century is the digital age. Communication is done across national borders by using increasingly sophisticated technological devices. The internet really helps humans to communicate and to easy information. Today there are so many social media that are used as a means to communicate. Through its smart phone and internet to humans can easily connect to the whole world. Therefore learning must also web-based learning make students easily to get information wherever and whenever. Teacher through web-based learning easily to make material more interesting with add video, picture, audio and so that students do not feel bored

when they learn only guides from textbook but they can also learn through the website.

Through web-based learning, to help students are also expected to pay more attention to English subject and realize the advantages of reading for their lives. Throughout the reading materials, students are supposed to learn English in an enjoyable way and take reading activities into account that can change their English ability in a good way.

Figure 1.1 Table Basic Competencies

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN
3.4 Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.4 Teks *deskriptif* 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan	• Fungsi sosial membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat,tindakan, kebiasaan. • Unsur kebahasaan - Kosa kata dan	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/ atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel *mind map,*dan kemudian menerapkannya

tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat deklaratif dan interogatif dalam tense yang benar. - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	untuk menganalisis beberapa deskripsi tempat wisata.dan bangunan lain. - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain. - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, duru) yang datang membacanya. - Melakukan refleksi tentang proses dan hasil belajar.

C. The Problems of Study

based on the discussion in the background of the study and the identification of the problems, the problems in this research are formulated as follows:

1. What are the appropriate descriptive reading material through web-based learning at SMA Swasta Prayatna Medan?
2. How is developed descriptive reading material through web-based learning at SMA Swasta Prayatna Medan?

D. The Objective of Study

Based on the problem of study and the formulation of the problem, the objectives of the study are:

1. To design appropriate descriptive reading material through web-based learning for the tenth grade students of SMA Swasta Prayatna Medan.
2. To develop appropriate descriptive reading material through web-based learning for the tenth grade students of SMA Swasta Prayatna Medan.

E. The Scope of The Study

Due to limitation on the part of the writer, this study focuses only on developing descriptive reading material through web-based learning. The descriptive materials which are developed are limited on the standard competency and the learning needs

for Senior High School. So, material would be develop focus on descriptive place for grade tenth students in Senior High School.

F. The Significance of The Study

The significance of the research can be divided into two categories. They are theoretical; and practical significances.

1. Theoretically, the findings of the study extended and enrich the horizon in theories which related to the areas investigate the descriptive reading material through web-based learning. This research can be one of current references of interactive multimedia of English learning reading materials which promote learner centered learning process.

2. Practical significance, the writer expect this study would be useful for: The first, he findings of the study was give some contribution to the teaching English as a foreign language as well as getting more information. Second, the product of this study that is through web-based learning of descriptive reading material is expected to be practically applied in English teaching and learning process in order to improve English proficiency of the students.