

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school, vocational school and university. Based on the Competence of Curriculum, the teaching learning of English has the purpose to develop the language skills. There are four language skills included in the curriculum should be taught to the students' namely: listening, speaking, reading and writing. These four skills are divided into two parts, they are receptive and productive skills. Receptive skill include of listening and reading, while productive skill include of speaking and writing.

Reading is one of the important skills in English because reading can obtain a lot of informations which can expand knowledge and improve our language skills. Reading is a key to a good life because it plays an important role to the English Language Teaching (ELT) to develop the creative side of people. This statement is supported by Harsono (2007:5). He states that reading materials are one of the very crucial elements that have to exist to conduct teaching/learning activities. English reading materials are required in order to improve reading skill of students. Reading also one of the skills students must master in learning English.

In SMA Taruna PBD Medan, students' interest in reading is very low, because they feel that reading is intrusive activity then the reading material is not interesting. Most of them do not want to read English material because it is difficult to read and there are some words that they do not know the meaning of and are difficult for them to understand.

The researcher will use student worksheets as reading teaching material. Because student worksheets are one way to help and facilitate learning activities. Student worksheets also can optimize the use of limited teaching tools to increase student learning interest if student worksheets are arranged in an interesting way. Chappell and Craft (2009) and Susantini et al. (2016) state that student worksheet is part of the teaching materials that can be used to develop thinking skills,

SMA Taruna PBD Medan implement curriculum 2013 revised 2017 based on PERMEN No 20, 21, 22, 23, and 24 in 2016. According to the syllabus, there are three types of long functional text for grade X students, namely: descriptive text, recount text, procedure text and narrative text. This study will be focus on narrative text. Therefore, the basic competences for grade X in learning narrative text can be shown in table 1.1 below:

**Table 1.1 Core Competencies and Basic Competencies**

KOMPETENSI INTI	KOMPETENSI DASAR	Indicator
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in the field of	3.9 Analyzing the social function of the text structure, and linguistic elements in simple narrative texts in the form of folk legends, according to the context of their use.	3.9 Identifying the Social Functions of Simple Narrative Text Structures in the Form of Folk Legends, According to the User Context. 3.10 Categorizing linguistic elements in simple

study that specific according to their talents and interests to solve problems.		narrative texts in the form of folk legends, according to the context its use.
4. Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what is learned in school independently, and being able to use methods according to scientific rules.	4.13 Capturing the meaning of spoken and written narrative texts in the form of simple legends.	4.13.1 Explaining the meaning of spoken and written narrative texts in the form of simple legends.

From the basic competences above, the students are expected to be able to analyze the social function, the structure, language features and finally to be able to catch the meaning of narrative text.

In order to find out the problem that is existing in the students' worksheet used in senior high school, the researcher observed at SMA Taruna PBD Medan. Based on interview, researcher found some problems that are related to students' worksheet used by the students grade X of SMA Taruna PBD Medan.

The first problem is the school did not use students' worksheet. The English teacher of SMA Taruna PBD (Pulau Berayan Darat) Medan only used a textbook named "Bahasa Inggris" written by Kementerian Pendidikan dan Kebudayaan Republik as students' worksheet. And the second problem is Most teacher simply give the task from book the teacher didn't realize the importance good worksheet



Based on the pictures above, if only relying on assignments in student textbook is not sufficient and the student will have limitations reading and inability to recognize the language features of narrative text. Effort to overcome the situation, researcher used inquiry-based learning to applied in student's worksheet. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios. As Liewellyn (2005:24) defines that inquiry as learners' active exploration by using their critical, logical, and creative thinking skills to propose questions of the topic they engaged. This approach is considered applicable and useful in increasing students' reading skill and make students active during the learning process where students feel enjoy so they will be motivated to do activity on the worksheet.

According to those problems above, the researchers intend to develop a Student Worksheet on reading narrative text based on inquiry-based learning. The aim of this research is to develop a product of Student Worksheet on reading narrative text based on inquiry-based learning.

## **1.2 The Problem of the Study**

From the background of the study, the problem is formulated as: how is students' worksheet in reading skill developed based on Inquiry-Based Learning in SMA Taruna PBD Medan?

## **1.3 The Objective of the Study**

The objective of this study is to develop students' worksheet of reading skill in narrative text based on Inquiry-Based Learning in SMA Taruna PBD Medan.

#### **1.4 The Scope of the Study**

This study is about long functional text for students grade X SMA Taruna PBD Medan. According to syllabus, there are four types of long functional text for grade X students, namely: descriptive text, recount text, procedure text and narrative text. This study will be focus on narrative text.

The scope of the study is to develop reading worksheet in narrative text based on Inquiry-Based Learning for students grade X SMA Taruna PBD Medan. In order to help students in achieving the learning objectives, the content of the worksheet based on competency demanded in curriculum and creating the worksheet based on students' need in learning reading.

#### **1.5 The Significances of the Study**

The significances of the study are classified into two, namely:

##### **1. Theoretically Significance**

Theoretically, this study expects to give further information how to develop English reading worksheet for grade X SMA Taruna PBD Medan.

##### **2. Practically significance**

###### **a. For the teachers**

This study can encourage the teacher to develop learning materials which were appropriate to students. The worksheet materials aware expected can improve the learning process.

###### **b. For the students**

Through this study hopefully will be useful for students in their English learning and with these worksheets the students can learn reading English

more effectively. Beside that expected students can increase their reading ability.

c. For other researchers

This study can give them some data, sources or references for other researchers who want to develop student's worksheet in reading skill based on Inquiry-Based Learning.

