

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language used in various countries. In Indonesia, English is a foreign language that is mandatory as a subject in junior high school in accordance with the Decree of the Kementerian Pendidikan dan Budaya No. 096/1967. Schools, as the main place for implementing English language learning, provide various teaching materials that are used to support student teaching and learning.

Teaching materials are everything that is used in schools to facilitate students in the learning process, one of which is language learning. The use of teaching materials can provide information about language, besides stimulating language use and making students carry out activities to understand the language for themselves. Delivering teaching materials is carried out using various media, one of which is textbooks. According to Cunningsworth (2008), textbooks are the most effective media for achieving goals and objectives based on learner needs.

Indonesian education uses various curricula for delivering learning, one of which is the 2013 curriculum. This curriculum aims to prepare students to have a devout, creative, innovative, and enthusiastic attitude both nationally and globally. Therefore, the 2013 curriculum textbooks must be integrated according to students' needs in order to develop students' abilities. One of the 2013 curriculum English textbooks used in eighth grade junior high school is English 'When English Rings

a Bell'. In order to improve students' understanding of English, the book provides various learning materials, one of which is Recount Text in chapter eleven (We Made It).

In understanding material in textbooks such as recount texts, students need to understand translation so they can know for sure what is being said in the text. Text is a form of lingual unit that can be presented in writing or orally to express contextual meaning (Hyland, 2007); therefore, recount text is presented in junior high school learning so that students are able to provide information that can entertain every reader and listener, in addition to knowing the topic or content of the text (Knapp & Walkins, 2005).

In the initial observations that have been conducted, researchers found that the school where the research location was still lacking in the use of technological media in learning, such as infocus or speakers. This makes textbooks the main learning media in the classroom, one of which is in English learning. In addition, it was also found that students' translation skills were still very low. The lack of translation skills in students can be seen based on one of the student translation results below.

SL : On Saturday, each of us brought something from home, like soap, cloth, a broom, a mop, nails, a hammer, a duster, and so on.

ST : Pada hari minggu, masing-masing dari kami membawa sesuatu dari rumah, seperti sabun, kain, sikat, kain pel, kuku, palu, paku, dan lain-lain

The low understanding of translation in students will affect the understanding of English learning materials. However, textbooks as the main teaching media in the classroom are still inadequate in translation teaching materials. Thus, the development of textbook teaching media will greatly assist students in developing translation skills which will affect the understanding of English learning materials.

There are several studies that have been conducted related to the development of translation teaching materials, including Masitowarni Siregar, et al. (2018) who found that based on the teacher's perspective, developing textbooks for translation is something important. Helena M. Rijoly (2022) in her research also explained that evaluating and developing textbooks for translation teaching materials is something that must be done based on the needs analysis that has been carried out. Meanwhile, Elyan Rizky and Hesti Wahyuni (2023) found that students are more interested in learning in class using textbook learning media, compared to using digital media.

Previous research shows that students still experience difficulties in translation, which will directly hinder their understanding of the subject matter. In addition, textbooks as the main learning medium in schools are expected to be able to provide teaching materials that can develop students' translation skills. On the other hand, there is only a little research regarding the development of translation teaching materials for understanding material, namely Recount Text, in junior high schools, especially eighth grade. Therefore, this research aims to develop teaching materials for the translation of count text with the title "Developing Translation

English Teaching Material of Recount Text Using The English Textbook 'When English Rings a Bell' for Eighth Grade at SMP NEGERI 1 SIANTAR".

B. The Problem of the Study

The problem of the study is prepared based on the scope of the research and the identification of the problems found, and then the following question is formulated "How is translation teaching material developed using Textbook in teaching Recount Text for Eighth Grade students at SMP NEGERI 1 SIANTAR?"

C. The Objective of the Study

The research objective is something that is to be achieved in a research study. Based on the problems that have been formulated above, the objective to be achieved in this research is to develop translation teaching material using Textbook in teaching recount text for Eighth grade at SMP NEGERI 1 SIANTAR.

D. The Scope of the Study

Textbooks are a type of learning media used by students in the teaching and learning process. Contains material, questions and various series of activities that can support students in learning. The 2013 curriculum is a curriculum that emphasizes genre-based learning related to narrative, descriptive, procedural, recount, exposition, report and authentic texts. This research will focus on developing translation teaching materials using textbooks in teaching recount texts for eighth grade at SMP NEGERI 1 SIANTAR.

E. The Significance of the Study

The study is expected to provide knowledge that has both theoretical and practical implications, as follows:

1. Theoretically, the findings in this research are expected to further expand the theory related to the development of handbooks for junior high school students, and can contribute to the development of educational research in Indonesia regarding adapting the contents of handbooks to students' needs in the world of education, especially in language learning.
2. In practice, this research is expected to be a benchmark:
 - For students, the development of a handbook will help students to understand the translation material on the learning of Recount Text, as there are changes to suit the needs of students.
 - For teachers, this research will help in improving the learning process regarding translation material in learning Recount Text. The development of the book will provide a different form of material explanation than before with the addition of activities and appearances that correspond to the needs of students.
 - For researchers, this research will also be able to be used in general and for English language education students in particular who want to conduct research on developing handbooks.