

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Indonesia is a tourism country. It can be understandable because Indonesia is an archipelago country which consists of 17.508 islands.

In Indonesia, there are many provinces have many tourism sites. As World Tourism Organization (UNWTO, 2007) surveys that Indonesia is in the 39<sup>th</sup> position Country that has more visitors. In 2012, Indonesia was visited by 4.9 million tourists. It is because Indonesia is a tropical country so that it has many beaches, forests, mountains, lakes. And also Indonesia is a multicultural country which has many cultures, arts, characters, historical building and others.

Especially to North Sumatera Province, it is a province which also has many tourism sites. Nature view which is located in almost all areas are the object which are most visited by visitors. And one of the regions which has amazing nature view is Karo.

Karo is one of region in North Sumatera which has richness of nature resources. It has some wonderful mountains and amazing cliffs view. Because Karo is a mountain area, so the land is very fertile. So almost Karo's citizens working on the land to plant some vegetables and fruits. Therefore, 80% of Karoneses are farmers (North Sumatera Central Statistical Agency (BPS), 2013).

Because it's prosperity, Karo is one of the tourism object in Sumatera Utara. As North Sumatera Central Statistical Agency (BPS SU) states that in 2012

Karo has 27.668 foreign visitors (the second most visitors after Lake Toba). The most visitors visited are Gundaling Hill, Sibayak Mount, Sinabung Mount, Sibirubiru River, Dwiwarna Lake, Sipiso-piso Waterfall, and harvesting vegetables and fruits.

To balancing those needs, the Karo's government should do some strategies to prepare their human resources to face this problem. Government must take some potential strategies to prepare their SDM to know their regions well. One the most important thing they must do is preparing the students to have influence English both active and passive.

Specifically for tourism, English is very important, because it unites all people from various countries. Many tourists from various countries visit one tourism are which has different language to the visitor's language. Therefore, English should be used as a unity language.

But as author's observation, the strategies that government doing are not suitable to the students. It can be seen from the curriculum they use. Specifically for senior high school, the English materials they use are not proper to students need. The materials they use are the same to other regions materials. Materials they use are same to the material students use in town area such as Medan. It is can be seen by the books that government distribute to the schools for students handbook.

Specifically in SMA N 1 Kabanjahe writer observed in some previous months (2013), the English reading materials they use is the same to other schools in other regions. It is seen by the book the teacher used which is distributed by the

government (Dinas Pendidikan) academic year 2012-2013. There is no material in their books which are representatives to their needs about agro tourism. Specifically in reading material, there is no even materials which are representative to agro tourism. The book they use is "English for Advance", which is published by Grafindo in the middle of 2012.

Otherwise, materials taught are recorded overall in curriculum, in Indonesia applies KTSP as the script in teaching learning process and this curriculum is designed and developed based article 36 point 1, bill Law No.20 year 2003 about national education system,(Mandiri, 2006:53):

"National education functioned developing the ability to form character and the civilization life of the nation, aimed of the nation, aimed at development of potential learners in order to become a man of faith and pious to God almighty, precious, healthy, have learned, accomplished, creative, independent and become citizens of a democratic and responsible"

Related to the fact, the English reading material must be designed based on potency region, so student can thoroughly understand the word used. Direktorat Tinggi Pendidikan stated that curriculum 2004 compels the education developing administrator to develop the material based on region's need and potency. It has been traditionally supposed that the language presented to learners should be simplified in some way for easy from access and acquisition. Nowadays, there are recommendations that the language presented should be authentic (Widdowson in Berardo, 2006:60).

As a tourism area, the curriculum they use should be representative to their needs. The curriculum they use should most about agro tourism,especially in reading texts used. Therefore, the government should integrate the English

material based on agro tourism, so it is balance to their needs, in order, the students can understand about their area well and have good ability in English so they can be engaged to the visitors who come to their region.

For example in reading materials. Specifically in narrative and report text. The texts used in their book most about west story. The stories such as tale in Europe for narrative text and grapes for report text, are texts that is not proper to their knowledge. They do not know about the object of the text so the students are not interested to learn about it. It is supposed that the schemata assumed by writer is not same each students.

In addition, the data taken from the teacher that the students' reading average scores are 5.50 in semesters one at ten grade, and 5.55 at grade ten, in second semesters. The score shows us that students' ability in reading is still low and there is a gap between expectation and fact, because the teacher expects that the scores of students are 7.00 as stated in KKM of SMA N 1 Kabanjahe.

It can be guessed why their scores in reading are low. Their schemata in comprehending the reading materials cannot be enlarged because the reading materials available are not interesting them. It is assumed that the materials used are not near from students' environment.

It means that their knowledge about their region will not adding. It is because the material is not suitable to their needs. It may causes the students will not understand about their region well.

## **B. The Problem of the Study.**

Based on the background of the study above, the writer makes the identification of study as:

1. What reading materials are suitable to the students of SMAN 1 Kabanjahe which is matched to their region's culture and characteristic?
2. How to design English reading materials which is suitable to the needs of students of SMA N 1 Kabanjahe?

## **C. The Objective of the Study**

The objectives of the study are:

1. To develop authentic reading materials based on students' need-region's culture and characteristic.
2. To Design English reading materials which is suitable to the needs of students of SMAN 1 Kabanjahe.

## **D. The Scope of the Study**

The scope of the study is developing reading materials based on North Sumatera culture and characteristic, especially on Karo. It will be applied in first grade senior high school. And the skill that will be concerned is reading comprehension, especially in report and narrative text.



### **E. The Significances of the Study**

Findings of this study are expected to provide information which may have theoretical as well as practical value for English teachers.

Theoretically, the findings of the study later will add some new theories and information in the area of developing English reading materials. Meanwhile practically, the findings become source of reference for the English teachers especially in Senior High School in their attempts to develop the materials in English material.

The technique and activities used by the English teachers from this study are also expected to enrich the students' motivation in learning English. Briefly, this investigation can enlarge the teachers' view regarding the current issues, especially developing reading materials in teaching English.