

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Teaching materials play an important role to the English language teaching. Due to the children's overall development; social emotional, cognitive and physical, as well as language development, the English for young learners require a distinctive consideration. At this point, teacher must be aware to young learners' physical and psychological needs in providing an appropriate language instruction.

Foreign language classes through the fifth grade level of elementary school are part of a larger goal to familiarize children with foreign languages, lifestyles and cultures, rather than focusing on teaching a foreign language in a formal way. English should be taught in a fun and natural way, using activities such as songs and games. Some communities may not be ready to introduce English at an earlier age, but would like their children to be more internationally minded and have introduced as international understanding education for younger learners.

Materials play a key role in language education. Materials can be used to facilitate the learning of a language. Materials can inform learners about the language, materials can provide experience of the language in use, Materials can stimulate language use or materials can help learners to make discoveries about the language (Tomlinson, 2013: 3).

Materials of reading for elementary school become substantial in learning English. English reading materials should be developed based on the students' needs and related to the students' real life instead to make the students understand the materials easily.

Students in elementary school are needed to be taught with appropriate materials based on their need and level. Some of the materials especially for English reading materials are not related to the students' needs and level. This problem is trying to solve to make sure students can learn the appropriate English materials. Because studying appropriate English materials especially in English reading materials can help the students to do the tasks well.

There are many irrelevant materials and burdened subjects must be learnt by the students (Wedhaswary, 2012). Based on the researcher's observation and analysis of syllabus and teaching materials used by the students of SDN 060812 Medan especially for fifth grade, the researcher was found that the reading materials on the book they used "Bahasa Inggris untuk Sekolah Dasar dan Madrasah Ibtidaiyah" published by CV. Thursina in 2010 did not completely fulfill the students' needs. The reading materials for elementary school especially for fifth grade students need to be taught about descriptive text but the materials from the textbook that the teacher use are not appropriate to the students' needs. It was proven by the data that taken by the researcher from the book that the school used. The data is as follow.

Title: Where are my glasses?

Cici is often forgetful. She forgets to put her shoes. She forgets to put her pens. She forgets where she put her new watch. Now, she forgets where she put her glasses.

Dad : “Cici, can you help me? I need to buy some sugar.”

Cici : “I’m sorry, Dad. I’m looking for my glasses. I need them. Do you know where they are?”

Dad : “Maybe they are on your desk.”

Cici : “No, they aren’t.”

Dad : “Maybe they are next to the computer.”

Cici : “No, they aren’t.”

Dad : “Cici, your glasses are on your head.”

Cici : “Oops, thank you, Dad.”

The data showed that the reading materials were not appropriate to the fifth grade elementary school and not fulfill the students’ need. The considerations why the materials are not appropriate to the fifth grade elementary school are the text was not descriptive text which was needed to be taught by the fifth grade students, the topic of the text is about preposition which is not related to describe particular things and also the text is using dialogs which was appropriate to the speaking materials without showing to describe something. The title should be my classroom to show that the text is descriptive text which is to describe place. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular person, place or thing. Descriptive text has generic structure and grammatical features.

According to the syllabus, fifth grade of elementary students should be taught about descriptive text which is still in the school context. The topics should close to their daily life to make the students easily to represent it into their daily activities. Based on the observation, the students did not know how to describe something and they did not interest to learn the reading materials because the

reading materials in the textbook that the students use were not related to the students' real life and the skill to comprehend the reading does not the students get.

In this research, the researcher tried to develop English reading materials fully concern to the students' need based on the syllabus of fifth grade elementary school. The English reading materials developed according to the students' level and related to the students' real life. Appropriate materials can be motivating because they are proof that the language is used for real-life purposes by real people (Nuttall, 1996:172). The appropriate materials will interest the student and may even encourage further reading or reading for pleasure. The more the student reads, the better a reader the student will become, not only improving the student language level but also confidence. If the material interests the student, it can also be related to student own experiences.

The reason for reading depends very much on the purpose for reading. The use of appropriate materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context (Berardo, 2006). Other aspects which prove positive when using appropriate materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading.

The researcher can also develop learning materials on the basis of the students needs (Pinter, 2006). This situation would happen when a teacher is facing new students. In order to meet the students' needs of English, an English teacher has to find out what English competence the students want to achieve.

After knowing the English competence that the students want to achieve, the teacher develops the learning materials to help the learners achieve the English competence they want.

Having the appropriate materials makes the achievement of reading will be increase. Achievement of reading is success in reaching particular goal or status or standard in learning reading process, especially by effort, skill, and courage (Fadhila, 2014: 7). Students' achievement in reading is a factual proof of their success in learning. It is measured from their scores and how they can solve the problem during the learning process. So that is why the appropriate materials can increase the students' achievement in reading.

One of the aims of appropriate materials is to help the students react in the same way first language speakers react in their first language. Students who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes or skills are required. Berardo (2006) stated that the main advantages of using appropriate materials in the classroom therefore include:

- a. having a positive effect on student motivation;
- b. exposing students to real language;
- c. relating more closely to students' needs;

To solve the problem, the researcher needed to develop the English reading materials by using problem based learning. Problem based learning embeds students' learning processes in real-life problems. During the problem solving process, students construct content knowledge and develop problem-

solving skills as well as self-directed learning skills while working toward a solution to the problem.

The problem is crucial to its implementation. Problems should be adapted to the knowledge level of the students. They should engage students' interests, motivate them to search for more knowledge independently, and allow them to relate the new concepts being introduced to previous knowledge (Suh, 2004). Firstly, problem should be ill-structured, be ambiguous, incomplete, confusing or conflicting, and additional information will be needed. There is usually a prescribed way to proceed in solving the problem (Wee, 2004).

B. The Problems of the Study

Based on the background of the study, the problems of the study can be formulated in the form of questions as follows:

1. what English reading materials are needed by the fifth grade students of SDN 060812 Medan?
2. how are English reading materials for fifth grade students of SDN 060812 Medan developed?

C. The Objectives of the Study

Based on the problems stated above, the objectives of the study are:

1. to investigate the English reading materials are needed for fifth grade students of SDN 060812 Medan according to the students' needs.
2. to develop English reading materials through problem based learning.

D. The Scope of the Study

This research is focused on developing English reading materials based on Problem Based Learning. The object of the study is limited on elementary students at the fifth grade of SDN 060812 Medan, particularly descriptive text materials. There are three kinds of descriptive text which describes a particular person, place or thing. In this research, the researcher tries to develop particular place and thing according to the topic of the book that the school used.

E. The Significance of the Study

This study is expected to have both theoretically and practically.

1. Theoretically, the findings of the study will extend and enrich the horizon in theories which related to the areas to investigate the English reading materials are needed for fifth grade students of SDN 060812 Medan according to the students' needs and also on how to develop English reading materials for fifth grade students.
2. Practically, the findings of the study can be recommended English reading materials for the fifth grade students of SDN 060812 Medan, as it motivates the students' enthusiasm to study English according to their needs. Beside, the teacher will be easy to teach English to the students.