

CHAPTER I

INTRODUCTION

A. The Background of the Study

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 has to exist to conduct teaching/learning activities. English reading materials are required in order to improve reading skill of students.

However, there are still many students who do not realize the importance of reading to support their life into a better direction. UNESCO (2012) reports that index of reading ability of Indonesian students reach in 0,001. It means that out of one-thousand-Indonesian-student, there is only one who has reading ability. The pretension to improve the reading ability in the circle of Indonesian students is not easy to create. This phenomenon is different if it is compared to the other students in Asian country. In this case, the reading ability of Indonesian children are under the children in Philippines, Thailand, Singapore, and Hong Kong.

In line with the description above, Indonesian students must be able to have one of the important skills to decrease the phenomenon, that is reading skill. Reading skill is one of the important aspects of communication skills need to be mastered by those who want to be succeed in life. This must be instilled to Indonesian students early, that is Junior High School. Dealing with the terms of

Junior High School as a continuation after primary school, the students still get the material related to basic education as well. The materials used also must be suitable with the students' needs, specifically for reading materials as one of the most important teaching materials to sharpen the reading skill.

Unfortunately, English is like simply as complementary subject. Teacher does not give any directions to comprehend the words in the text. In every English subject, the students just answer the questions in their English textbook in which the most of materials are not appropriate with the syllabus.

In the syllabus, students must respond to the meaning and rhetorical stages of a simple short essay accurately, and fluently relating to the surrounding environment in the form of descriptive text (based competence 5.3 of KTSP). The fact is the students learn the unsuitable text with the based competence which is about environment. The phenomenon is also supported by the preliminary data that points out the students' weakness in comprehending the text in their book.

Table 1.1 The second year Students' Score of Reading Skill in the First Semester at SMP Nur – Fadhila Medan in Academic Year 2015/2016

Semester	Score	Number of Students	Percentage
1 st Semester 2015/2016	<75	14	67%
	>75	5	24%
	=75	2	9%

Source: English teacher's evaluation of VIII A in SMP Nur – Fadhila Medan

Based on the preliminary observation in SMP Nur – Fadhila Medan, it was found that 14 students have lower scores than 7 students on their reading comprehension. The Minimum Mastery Learning (MML) has 75 scores, then 14 students have not got the MML which the percentage is 67%. Meanwhile, the rest has got more than MML which percentage is 24% and 9% gets the score same with MML. It also can be seen that only 7 from 21 students who have scores passed the individual MML.

From the preliminary data above, most of students do not master english lessons which they have in educational process, especially for reading materials. This evidence is a phenomenon of unsuccessful goal of education. Actually, there are some various factors influencing this unsuccessful goal of education; such as: unsuitable english reading materials, students' low motivation, lack of vocabulary etc.

The book they used is English in Focus for Grade VIII Junior High School (written by Artom Wardiman) which is published by Pusat Pembukuan Departemen Pendidikan Nasional, PT Madju Medan Cipta (Percetakan Madju) in the middle of 2008. The teachers usually teach their students by using available textbooks. Textbooks are a source of teaching materials which are widely used in teaching and learning process. It is the conventional source of learning for students. However, it is still quite capable of giving a good contribution to the teaching and learning process. Some of learning materials can not be taught without the aid of textbooks.

Then, the teacher also added that the lack of vocabulary is still shown by the students of this school in comprehending the words, even a basic word such as cupboard. They also have not been able to pronounce the basic words well. This reality shows that the students' vocabulary mastery in learning English is still low. The students also need to increase their ability of mastering vocabulary to support their skill in English reading material.

In order to solve this phenomenon, it is needed to increase the vocabulary mastery because when the students read the text, they will find many new vocabularies there. In line with Harmer (1983:19) which states that reading texts provide opportunities to study language: vocabulary, grammar, punctuation, and the way the students construct sentences, paragraphs, and texts.

As someone who knows well what students need in learning process, the teacher has a right to take a decision about teaching materials (agree with syllabus) which will be presented to the students, teaching methods in the classroom, and evaluation that will be got by the students. Thus, if teachers find that existing materials do not fulfill their students' needs, they should develop the teaching materials in order to meet the students' need because the teacher has a responsibility to facilitate students in learning process in the classroom.

From the background above, it was recommended that teachers have to develop reading materials based on students' needs. By being prepared reading materials based on a what they focus on, the students will get easier to understand the text and get more interested in reading it. Dealing with the phenomenon

above, this study focuses on developing English reading materials for students of grade VIII in SMP Swasta Nur – Fadhila Medan.

B. The Problems of Study

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

- 1) What are the suitable English Reading Materials for students of grade VIII in SMP Nur - Fadhila?
- 2) How should the suitable English Reading Materials be developed for students of grade VIII in SMP Nur - Fadhila?

C. The Objectives of Study

The objectives of study are:

- 1) To analyze the suitable English Reading Materials for students of grade VIII in SMP Nur – Fadhila
- 2) To develop the suitable English Reading Materials for students of grade VIII in SMP Nur – Fadhila

D. The Scope of Study

The developed materials are based on students' needs; the materials will be applied in the second year of SMP Swasta Nur - Fadhila, and the skill that will be concerned is reading comprehension, particularly about environment in the form of descriptive text (basic competence 5.3 of KTSP)

E. The Significances of Study

This research is expected useful for these people;

- 1) Writer; by having this research, the writer can develop and enrich knowledge about the importance of teaching materials for students in learning process, and how to develop materials in increasing students' achievement on reading comprehension.
- 2) Teacher; through this research, teacher can find the effect of using authentic materials in teaching reading comprehension to students, and teacher can get some important steps to provide authentic materials for students.
- 3) Students; through this research, students can increase their motivation and mastery of reading comprehension by learning authentic materials which they need based on specific purpose that they have.
- 4) Other researchers; this research can give them some data, sources about developing reading comprehension materials based on students' need