

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning material is an important element in learning process. It helps students in adding and completing their knowledge. Learning material is used as a source that facilitates students to get information, knowledge, and skills out of schools' teaching and learning process (Tomlinson, 2008: 114). Sometimes, the material in class is not enough for the students to get the knowledge based on the curriculum expectation. That is why the role of learning material is really important in the learning process.

Reading becomes the most important aspect in learning and getting information. There are so many information that we can get from reading. Such as knowledge, history, places, person, food, technology, etc. (Bachman.ed. in Alderson , 2000: x)

English learning material is consists of four skills namely listening, speaking, reading, and writing. Reading can help students to master other skills better. At school, students are given some texts genres to read. The genres mean are narrative, recount, descriptive, explanations, procedures, expositions *etc.* Curriculum expectation (Kurikulum 2013) for the tenth grade students is the students should be able to analysis and understand about the generic structure, social function and language features of descriptive text. Descriptive text itself is divided in to three materials, namely: describing people, tourism and historical place

However, based on the writer's experience during the inservice training program in SMA Negeri 1 Gebang, Langkat, grade 10th, there was a problem in the material. The suitability of the material was still not achieved. The material about descriptive text that served in the book was not familiar to the students. So, the material could not fulfill the students' needs and students can't fulfill the curriculum expectations.

The successes of school reading programs are depending on the part of the quality and suitability of the materials selected for using in school districts. The quality talks about the target of the material itself. The material must achieve the students' need at class and at home. The suitability talks about the content use in the material. The material should be used the local content and familiar for students (Schoenbach, *et al* 2012:39). It also makes sense to assume that the success of school reading programs will depend on some degree upon how well- and to what extent-teachers and students use these materials (Dole and Osborn, 2007:8).

The descriptive texts materials which are served in the book were not familiar and interesting for the students, because most of students are never visited and saw the object on the material. It was of course affected to their willingness and ability in reading. Reading is influenced by situational factors, when students read the suitable and on their area of understanding, the information from the text will be gotten easily (Schoenbac, *et al* 2012:39) or in other way the reader is interacted and easy to get the information if the text is familiar and interesting for them (Garton 2000:254)

Children who are familiar with text, will benefit much in comprehending reading text than those who are forced to read (Garton 2000:238), and so are the students who are more interested to read something they familiar with or things happen in their daily lives.

There are some researches which showed the benefit of supplementary material. Watanapokakul (2001) for example, found that only 3,4% students did not like the supplementary material, and they tended to have positive opinions towards the materials used in their study. Another research by Ojha (2010) who found the benefit of using supplementary material as a learning material, there were about 95% students agreed that the reading activity was interesting. It could broaden their knowledge, and it was helpful in improving their understanding textbooks. Other research showed the benefit of supplementary material by Asraf, et al (2013) who found that providing supplementary reading materials were not only fulfilling the students' needs and interest in reading, but also changed their general attitude towards reading in a positive manner. Based on the research above, it is important to develop a reading material as supplementary material.

Therefore, in this study the writer was focused on the development of a learning material about descriptive text for the tenth grade students as a supplementary material.

B. The Problem of the Study

Based on the background of the study, this research problem was formulated as the following “what text that should be developed for tenth grade student as a supplementary material?”

C. The Objective of the Study

The objective of this study was to develop learning material in descriptive text based on the students' needs as a supplementary material.

D. The scope of the Study

The scope of the study was learning material development in descriptive text based on students' need as a supplementary material. It applied in 10th grade students of SMA N 1 Gebang.

E. The Significances of the Study

The significances of this study were to help the Students in increasing their willingness in reading descriptive text and ability to understand it well and giving information for other researchers who need the information about developing reading material about descriptive text as a supplementary material.