

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Indonesia has various schools for every level. There are general school and Islamic school. For every level, general schools are divided into elementary schools, junior high schools, senior high schools, vocational school. Meanwhile religion school especially in Islamic schools, there are *madrasah ibtidaiyah*(elementary school), *madrasah tsanawiyah*(junior high school), and *madrasah aliyah*(senior high school). Based on the passing of the 1989 law on National Education (Law no.2 1989) *madrasahs* at all three levels were given equal status with general school. This means that Islamic school applied the national curriculum determined by Ministry of National Education (MoNE) for general subjects, in addition to be more intensive course of religious studies set by Ministry of Religious Affairs (MoRA).

In Indonesia, Islamic school combined traditional religious education with a broad general component and the majority students are Muslims. Islamic school is a non-boarding school. It is distinguished from the Islamic boarding school in their mission and modern approaches to the school set-up, curriculum and pedagogy. Islamic school aims to nurture religious scholars, set up to create learning Muslims. The students are not only learning about the quran, hadith, fiqh, Islamic history, akhlak and Arabic language, but the

students must learn the general subject like mathematics, English, science, social science, and so on.

Islamic junior high school becomes a school that has significant percentage of Indonesia's youth. Based on information available of Depdiknas statistics states that Islamic junior high school educates 16 percent of 13-15 year old (2,129,564 students of a total 13,401,499). It seems big total from the developing of students there. It means that Islamic Junior high school give education contribution in a big scale of existing total students in Indonesia.

The teachers in Islamic junior high school taught general subjects and Islamic subjects. Students learn more knowledge based the existing curriculum with many subjects like English, mathematics, natural science, social science, civic, and another general subject and they also learn Arabian language, aqidah akhlak, quran and hadith, Islamic history, fiqh and so on. General subjects like English has many times in a week especially at MTsN 2 Medan. It can be shown from the previous interviewed with English teacher at MTsN 2 Medan; they learned English six hours a week meanwhile the Islamic lesson just two hours a week. It means that English was important for the students and the school realized it by giving the time for English lesson was more than Islamic subjects.

The English teachers at MTsN 2 Medan used the teaching material based on textbook from the school. In fact, the researcher found the teaching material for students at MTsN 2 Medan learned English was same as the general junior high school however their school was Islamic school. The

teacher used English Passport to the world grade VIII of Junior high school. In contrary, incompatibility teaching material made the students bored, furthermore if the students were forced to read a reading narrative text that was strange for the students. In this condition, the teaching material should be appropriated with Islamic school so it could help the students understand the material.

From the condition the researcher saw that the teachers need another teaching material that can help them to teach their student which is designed appropriate for students need. Khoirul and Johanes (2013:7) conducted a study about developing supplementary materials of genre-based reading for students' second grade at SMP 4 Malang and found that the picture in the text was not well-designed and develop the picture that is suitable for students at SMP 4 Malang. Susanti (2015:19) conducted a study about developing materials of English textbook and found that the material development can be used by the students despite there was already existed material.

Those studies indicated that the material development is needed to support the existing material becomes appropriating material especially on narrative text. It can be a picture design, appropriate text and exercise in a text.

As explained the previous explanation, the researcher saw the material needed to develop so the teacher and students can improve their knowledge by having the appropriating material.

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

Based on the background of the study, the researcher made an identification of research as: *How is English teaching material on narrative text designed for second grade students at MTsN 2 Medan?*

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

The objective of the study was to design English teaching material on narrative text appropriate for the second grade students at MTsN 2 Medan.

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

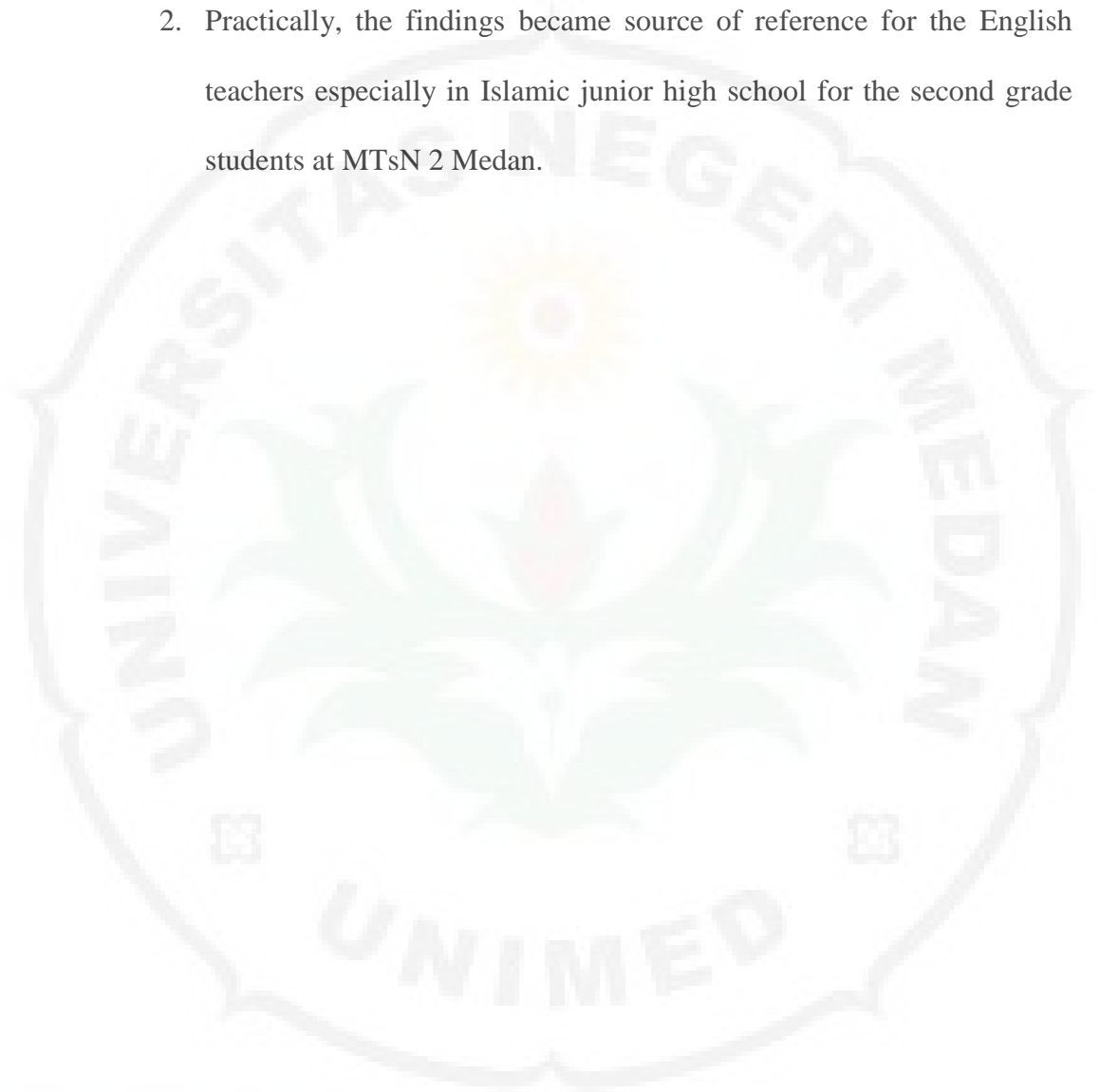
The scope of the study was to develop teaching material on reading text especially fables based on Islamic story. It would be applied in the second grade Islamic junior high school at MTsN 2 Medan. The skill was reading comprehension.

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

Findings of this study were expected to be useful for teacher in teaching narrative text especially on fables which may have theoretical as well as practical value for English teachers.

1. Theoretically, the finding of the study to enrich the theory of teaching material on narrative text especially Islamic story.

2. Practically, the findings became source of reference for the English teachers especially in Islamic junior high school for the second grade students at MTsN 2 Medan.



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