

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language takes an important role in communication among nations in the world. In Asian, English is the first foreign language that is taught in formal education institutions. The government, states English will be taught starting from junior high school degree. It becomes a new problem in teaching English since the students have less experience before. However, it is still important to make a progress in order to make it possible in teaching and learning English from the beginner.

In learning the English language, there are four skills that should be taught to students. They are speaking, listening, reading and writing. In practice, learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, writing is a very important skill as writing needs practice and writing is the very difficult subject for the students. It is related to Oshima and Hogue (1999:3) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native and new learners of English, it is important to note that writing is a process, not a “product”.

As stated in school based curriculum (2006:36) the purpose of English language teaching education are to develop student’ competence in spoken and writing communication, to reach the informational literary level in which the

students can understand the importance of English, their understanding of relationship between culture and language. There are four skills that have to be supported by English component such as grammar, vocabulary, fluency, content and spelling. As talk before that there are four skills are listening, speaking, reading, and writing. The teacher should teach those four skills so that the student can master all these four language skills.

Writing skills are more complex and difficult to teach, require, and not only grammatical and rhetorical devices but also in conceptual and judgment (Heaton, 1975:138). In order to get information, the writer holds the interview toward the students of some different Junior High Schools. From the interview, the writer find that in teaching learning process the teacher only uses textbook and simple media to teach writing. This condition makes the students get difficult to understand the material and less motivation to pay attention to the teacher's explanation. The basic problem arise in the teaching learning process is the students don't get ideas to share. The activities for writing are adequately available.

Because of it, some efforts have been done to solve the problem. Kreidler (1965:34) also suggests that if visual aids are to help a teacher write the tasks of teaching a new language, they must be suitable for the classroom situation in which the teacher to achieve the instructional goals of teaching and learning process and they can be easily found in our daily lives.

English teachers usually teach their students by using available textbooks. However, such learning materials which are really suitable with the needs of the

students are not always available. This condition should not discourage the teachers as far as they have the objective(s) of the teaching or are familiar with the need(s) of the students. By having the objectives of the teaching/learning or being familiar with the needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or to fulfill the needs of the learners.

Materials is included anything which can be used to facilitate the learning of a language. They can be textbook, linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional, experiential, elicitive or exploratory, in that they can inform learners about the language, they can provides experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves.

In addition, because mostly in the school for learning English language, mostly teacher use the materials from textbook, and it does not really effect for students because needs' students not only material from the textbook, learning materials are less able fulfill to needs' students because the contents containing materials inside less varied and less deep. the existence of textbooks in the schools is also not all fulfill to the needs' students in learning. they only used their textbook and almost never used media. they did not have any resources that can help them to develop English materials. However, Richard and Schmidt, (2002) state that there are many English materials. Moreover, the materials are easy to access. Both the teachers and the students can find many textbooks in the

bookstore or CD programs. In addition, they can access learning materials from many internet resources and can develop by using media such as wall chart, worksheets and chalk board etc. Especially to learning materials descriptive text is very important because it can be used in daily life, and also effect for students to use in daily life.

So, in learning must to developing learning materials, materials development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which is designed to promote learning. developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials.

Based on the discussion above, researcher decided will conduct a research to find developing materials for teaching descriptive text.

B. The Problem of Study

As related to the background of the study, the problem of the study was formulated as follows:

1. How is develop learning materials for teaching descriptive text for nine grade students ?
2. How is the suitable learning materials for teaching descriptive text for nine grade students?

C. The Objective of the Study

The aim of this study is to develop materials for teaching descriptive text, so can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs.

D. The Scope of the Study

This study is limited to developing learning materials for teaching descriptive text at Prasan Wittaya Mulniti School.

E. The Significance of the Study

The findings of this study are expected to be useful for:

- a. The teacher can improving to teaching in learning material when they teaching descriptive text.
- b. The students will improve their ability in learning descriptive text.