

## CHAPTER I INTRODUCTION

### A. Background of Study

In Indonesia, levels of education start from elementary school, junior high school, senior high school and up to university has to be carried out in accordance with the applicable curriculum so as to achieve the learning objectives perfectly. In addition, Indonesia has also vocational schools that educate the students in accordance with the interests and talents of the students. There are various courses offered as technology, engineering, business management, hospitality, and even culinary art.

Besides the public schools, there are also Islamic schools such as Islamic junior high school (MTs) and Islamic senior school (MA). Islamic junior high school (MTs) is usually called madrasah. Madrasah is a form of classical education that entered Indonesia in line with the current Islamic modernization, Tilaar in Yuli & Adhikrishna (2011).

There are few additional Islamic subjects for instances like Arabic Language, Qur'an Hadits, History of Islam, Aqidah Akhlaq, etc. The teachers of Islamic Boarding School also use teaching materials to support the learning process as in general schools. Learning process cannot be separated from the teaching materials. Teaching sets such as syllabus, lesson plans, textbooks, and media are prepared as a guideline in the implementation of teaching and learning.

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.

In Indonesia, reading is an activity that the Indonesian high school students do in their English class. However, because students do not use English in their daily life. They may face problems to comprehend the texts, such as; grammar, punctuation and main idea in paragraph. Therefore, they need motivation about Islamic reading, support from their environment and availability of learning facilities, for example from their family members, Islamic text books.

English as compulsory subjects should be taught Islamic-based reading materials properly to students in Indonesia since in Junior High School up to Senior High School. Thus, elementary school students also learn English as a local content subject even it has been promoted at playgroup and kindergarten. Moreover, the students should master English well in order to communicate with English about developing Islamic-based reading material in global era.

Reading is the most important component of literacy that enables a person to be successful in school and achieving his/her vital life goal (Peciak & Peklaj, 2006). By reading they can develop their vocabulary and they can develop their knowledge, and etc. Teachers play an important role in providing sufficient reading materials for students. Students can expend their knowledge, train the

brain to think and acquire new information and idea through reading.

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 recount and narrative text.

However, based on the researcher's experience during the observation in Madrasah Aliyah Negeri Kisaran, grade 10th, there was a problem in the material. The suitability of the material was still not achieved. The material about recount and narrative text that served in the textbook was still learn by senior high school students generally. Meanwhile, the students in Islamic Senior High School should be upgrade their knowledge of English related the Islamic theme have they learn.

The succeses 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.

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 or in other way the reader is interacted and easy to get the information if the text is familiar and interesting for them. Students who are familiar with text, will benefit much in comprehending reading text than those who are forced to read, 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. Sundari (2017) found that the materials of narrative text in textbook which they used contained the story about Mousedeer and Crocodile. So the researcher developed the materials related their Islamic theme, such as the story of “Raja Abrahah”.

The other study done by Qamariah (2015), who developed English Instructional Materials based on School-based Curriculum in Islamic Senior High School. It was conducted to develop English instructional materials which could provide a set of instructional materials to accomodate the Islamic characteristics and the needs of the first-year students of MAN Model Palangka Raya.

Beckay and Reddy (2012) developed the reading skill with a novel approach to teaching English reading skills among the young Arab learners that is completely different from the traditional method. This study was conducted because reading interests play a very important role in reading instruction and improvement. Furthermore, helping students learn through reading requires an understanding of their interest and ability.

Febriani (2015) also conducted a reasearch about developed supplementary

reading materials. By giving appropriate supplementary reading material, the student's interest in reading can also be improved. So her study was aimed at developing supplementary reading material based on genre based approach for Islamic EFL learners. The reading material is expected to be another way for teaching reading.

Furthermore, Faridi and Bahri (2016) developed a learning model in English reading Islamic narrative texts for Islamic junior high schools in Central Java. The researchers conducted this study because they found that Islamic narrative text materials were not given in most of Islamic junior high schools in Central Java. So the researchers developed the material about Islamic narrative themes favored by students in schools implementing such as the prophet stories.

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

Based on the observation which was conducted in August 2017, the researcher found some problems related to the materials that the teacher used.

1. The textbook which the teacher used was published by Ministry of Culture and Elementary and Secondary Education entitled "*Buku Bahasa Inggris*".

The textbook was still learn by senior high school students generally

2. The students should be upgrade their knowledge of English related the Islamic themes have they learn.
3. The students need the supplementary materials which are familiar with their daily life.

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

The problem of the study was formulated as following:

*“How is English reading materials developed for students in Grade X of Islamic Senior High School?”*

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

In line with the research problems, the objective of this study was to develop English reading materials for the tenth grade students of Islamic Senior High School at Madrasah Aliyah Negeri Kisaran.

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

The scope of the study was to develop reading materials based on students' need in Islamic knowledge. The Materials was applied to the students in grade X of Islamic Senior High School –Madrasah Aliyah Negeri Kisaran. The skill that was concerned on is reading, especially in recount and narrative text.

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

The finding of this study was expecting useful and gave a contribution which is seen by two points of view.

Theoretically, the result of this study could be a reference for people who are interested in developing English reading materials.

Practically, the researcher expects this study was useful for:

1. The Students; This study can support the students' need and motivate them in learning English, especially reading.

2. the teachers; Hopefully this study could help teacher to develop the appropriate reading materials based on the students' need.

3. The other Researcher; this study could be a resources for further studies.



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