

CHAPTER I

INTRODUCTION

A. The Background of the Study

Indonesia's education is developing time by time. Nowadays, education in Indonesia consists of two kinds of schools, namely general schools and religious schools. General schools consist of SD, SMP, SMA. Meanwhile, religious schools consist of Islamic schools (Madrasah, such as MI, MTs, and MA), Islamic boarding schools (Pesantren), and Islamic Integrated Schools (Sekolah Islam Terpadu).

Nowadays, there is an interesting change in the trend of education in Indonesia, namely Islamic Integrated School. And the very rapid development of this school indicates that the Integrated Islamic School becomes the new trend of Islamic education in Indonesia. In this school, it is emphasized on the education of religious moral values and the excellent modern education. So, currently many muslim parents prefer sending their children to Islamic Integrated School, because the parents believe that in this school their children can learn not only general knowledge, but also religious knowledge as their basic for the future when they are facing the globalization era.

In general, the process of learning in the classroom is not different from other general schools. Teaching and learning process in Islamic Integrated School also follow the applicable curriculum in Indonesia. But, it takes a little different because the students are given additional subjects related Islam, such as Al-

Qur'an, Arabic, Tahfidz and so on. Furthermore, this school has many religious activity for their students, for instance *shalat berjamaah* (praying together), *kultum* (religious short speech), and the others religious activities. That's why the students spend their time with religious activities and Islamic environment in this school.

Furthermore, Blagojovic (2013) states that teaching material must be prepared in accordance with the needs of learners, so that learners are able to achieve the learning objectives. But in fact, the textbook used in this school is only able to fulfill the needs of learners who are in general schools. However, vocational schools and religious schools, such as Islamic Integrated School have different specific needs to learners who are in general schools.

Then, learning process cannot be separated from the teaching materials which consists of syllabus, lesson plans, textbooks, and media. As Celce-Murcia in Widodo (2007) states that textbooks or coursebooks either required or supplementary provide content and teaching-learning activities, which shape much of what happens in the classroom.

Education of Islamic Integrated School aims at forming the students master the general science and religious science. And the students must be able to spread Islam all over the world and apply their religious science for their future.

Therefore, teaching learning process must be able to support the mission. And to achieve the mission, the learning process must provide the learners' needs, especially the textbook as the materials.

Reading is one of the important language skills in learning language, and reading skill belongs to receptive skills beside listening skill. Receptive skill means that skill which can build the knowledge and insight of learners. And generally reading skill is practiced through reading comprehension for the genre of the text in the textbook, and continuing the activities by answering the questions. The reading skill is not measured by the ability of the learners to answer the question only, but the reading skill must be able to provide insight what the learners needs.

Then, Harsono (2007) states that reading materials are one of the very crucial elements that has to exist to conduct teaching/learning activities. Reading materials which suits the needs of learners would be easier for them to achieve the learning objective. In the reading materials, texts which are recognizable to students in terms of content, form and culture can help the overcome any reading comprehension difficulties they may encounter with lesson common vocabulary, and with words specific only to the subject presented (Paulston & Bruder in Sullivan, 2012). So that if the reading material suits with the learners' need namely about Islamic knowledge, the learners will be easier to connect their religious knowledge with the new knowledge contained in the form of English. So that the learners will improve their religious knowledge and also practice their English language skills through the text in their textbook.

Furthermore, providing new material based on the learners need will make the learning process be better. Because when the material is suitable with the needs, the learners will feel more confident and secure when reading that text.

The students use English in Context for Grade VIII SMP/MTs (written by Kasihani K.E. Suyanto) which is published by PT. Bumi Aksara in the beginning of 2008 as the textbook and LKS Bahasa Inggris (published by Pratama Mitra Aksara) as the exercise book. The teachers usually teach their students by using available textbooks as source of teaching material in learning process. The reading text material is not relevant to the discipline of SMP IT itself. It is proven, in learning Narrative Text, it discussed about “*Snowwhite*” and “*Rapunzel*”. However, it is not quite capable of giving a good contribution to the teaching learning process.

In basic competences curriculum used by Islamic Integrated School, Grade VIII students are expected to read and comprehend the text and short essay of narrative which relates to their environment. The statements can be seen in Table 1.1 below.

Table 1.1 Standard Competences and Basic Competences

Standard Competence	Basic Competence
Reading	
11. Understanding the meaning of simplifying short essay in recount and narrative form to interact with the environment.	11.1 Reading aloud a meaningful short simple essay in the form recount and narrative with pronunciation, word stress, and intonation related to the environment. 11.2 Responding the meaning in short written functional text accurately, fluently, and related to the environment. 11.3 Responding the meaning and rhetorical steps in short simple essay accurately, fluently, and related to the environment in recount and narrative form.

Therefore, the teacher as the facilitator in the teaching and learning process has a right to take a decision about teaching materials which will be presented to the students. Thus, if the teachers find the existing material do not fulfill the Islamic students' need, they should develop teaching materials in order to meet the students' need. Moreover, the reseracher will develop the reading materials by using Task-Based Learning.

Task-Based Learning is one of approach which is suitable to apply in teaching reading, because TBL provides many advantages in teaching English as a foreign language. It offers language experience in the classrooms. TBL focuses on learners using language naturally in the learning process. TBL also combined with tasks and texts. Ruso (2007) emphasizes interaction on an individual level and also within group work. So, it makes TBL is approach which suitable for teaching reading, because in teaching reading must be followed by many tasks to ensure the understanding of students after they read the text.

From the beackground above, it is recommended that the teachers have to develop reading materials based on students' needs. By being prepared reading materials based on what the learners need, the students will get easier to understand the text and get more interested in reading the texts. Dealing with the phenomenon above, this study focuses on developing English reading materials for students of Islamic Integrated School based on Task-Based Learning Grade VIII at SMP IT Jabal Noor.

B. The Problems of Study

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

1. What are the suitable English reading materials for students of Islamic Integrated School at SMP IT Jabal Noor?
2. How should the English reading materials be developed for students of Islamic Integrated School Grade VIII at SMP IT Jabal Noor?

C. The Objectives of Study

The objectives of study are:

1. To analyze the suitable English reading materials for students of Islamic Integrated School at SMP IT Jabal Noor.
2. To develop the English reading materials for students of Islamic Integrated School Grade VIII at SMP IT Jabal Noor.

D. The Scope of Study

The scope of the study is to develop reading materials are based on students' needs – Islamic knowledge; the materials will be applied in Grade VIII, in the second semester at SMP IT Jabal Noor. The skill that will be concerned is reading comprehension, especially in Narrative Text (Basic Competence 11 of KTSP).

E. The Significances of Study

Since the learning materials take a huge role in language teaching, this study is expected to give valuable contributions theoretically and practically for teachers, students and other researchers which are as following:

1. Theoretically, this study applies some theories which are related to the topic of how to develop and how are the appropriate English reading materials for students of Islamic Integrated School at SMP IT Jabal Noor.
2. Practically, the result and the products of this study can be used by English teachers as a recommended English reading materials—for the students of Islamic Integrated Schhol at SMP IT Jabal Noor specifically, and other Islamic schools—in order to attract their (the students') interest. The other researcher also can use this study as a reference and the relevant study.