

CHAPTER I

INTRODUCTION

A. Background of the Problem

Ningsih (2013) states that reading is one of the four skills. Through reading, students are able to find information which is useful for their life. By reading, the students are required to understand the meaning of written texts, in order to achieve the goal of understanding and comprehension. Anwar (2014:1) states there are four skills in English that should be mastered; they are: listening, speaking, reading and writing. English learning process is directed to develop these skills so that graduates are able to communicate in English at a certain level of literacy.

Reading is one of the skills that must be mastered by student in English. Reading is a way of getting information of something that is written. Reading takes an important role in learning English. By reading, students can gain a lot of knowledge and improve their language skill. For that, the teacher needs appropriate and effective strategies in reading learning materials to help them to teach students effectively. The teacher has to design the learning materials carefully to make the teaching learning process run well and achieve the goal of the learning.

At Junior High School level, students are expected to comprehend many types of the text. Pardiyono (2007: 8) says that a text can be defined as a form of meaning realizations; information, message or ideas in the sentences that arranged rhetorically. Based on the syllabus in the grade eight of the school, the students

are expected to comprehend three genre of the texts, they are descriptive, recount and narrative text. Therefore, the basic competences for grade eight can be shown in Table 1.1:

Table 1.1. The Basic Competence of Genre in the Grade Eight.

Descriptive text:	<p>3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binata, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
Recount text:	<p>3.12. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial <i>recount text</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.14. Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian dan peristiwa.</p> <p>4.15. Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
Narrative text:	<p>3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>narrative</i> berbentuk fabel, sesuai dengan konteks penggunaannya.</p> <p>4.18. Menangkap makna teks <i>narrative</i> lisan dan tulis, berbentuk fabel pendek dan sederhana, sesuai dengan penggunaannya.</p>

From the basic competences above, the students are expected to be able to analyze the social function, the structure, language features and finally to be able to understand the meaning of each genre of the text in the grade eight.

Based on the researcher's analysis of the syllabus, teaching materials and also using the students' worksheet that used by the students in the grade eight

in SMP N 30 Medan, it was found that there were the lack of appropriate in the learning materials. One of the lack of the learning materials that was found by the researcher is the students' worksheet that used by the students mostly didn't have authentic text especially part of the learning text. To support the learning process, one of learning tools are needed for the students is in the form of the students' worksheets. Students' worksheets are selected as learning tools which can be developed. Darusman (2008: 17) states that students' worksheets contain guidelines for students to carry out the activity programmed. They includes intructions, guidance and questions, so students can widen and deepen their understanding of the materials being studied. Students' worksheets can be used directly by the students who will get the chance to learn independently in accordance with the tasks of the worksheet. Therefore, students' worksheets can be concluded as a source of learning which forms sheets are containing brief material, learning objectives, the intructions do the questions and a number of questions that must be answered students.

There, the English teacher in the grade eight in the school used the students' worksheet to initiate teaching and learning activities because the school implemented the curriculum 2013 which the students' worksheet is only provided by government. While in fact, the students' worksheet used by the students were not appropriate with achievement that they should be achieved about the texts based on the syllabus. In the students' worksheets used by the students only provide a basic explanations of the genre of texts such as the social funtion, generic structure and language features of the texts. In the exercises that given for the students still lack to improve the students' ability about the genre itself. So,

for students who lack understanding about the genre of text will have difficulty in understanding about the genre of the texts. For make it clear about the appearance of the students' worksheets that used by students, there are some pictures shown in the Figures 1.1, 1.2, 1.3.

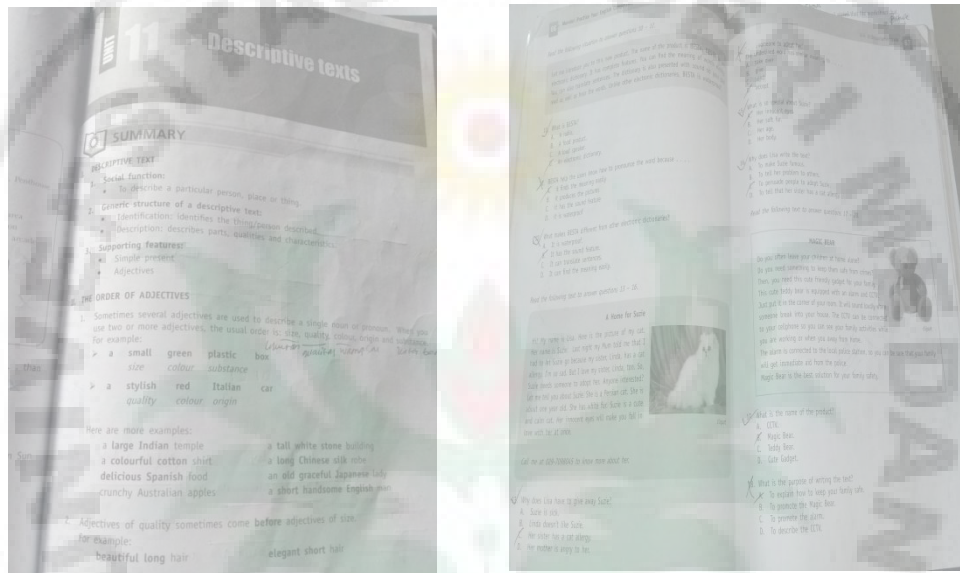


Figure 1.1. The pictures of descriptive's exercises.

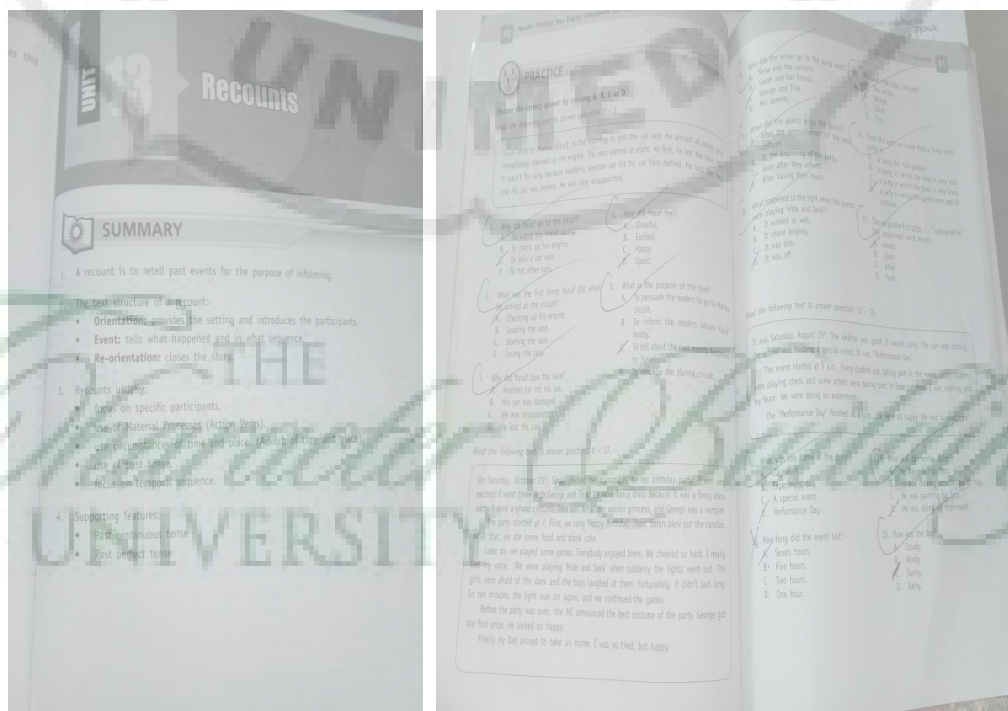


Figure 1.2. The pictures of recount's exercises.

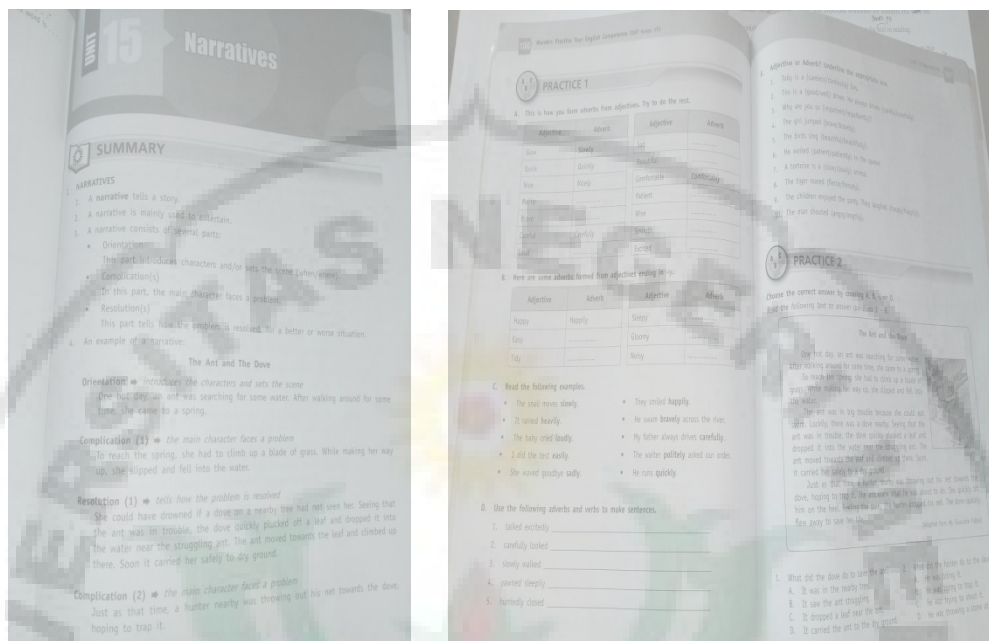


Figure. 1.3. The figures of narrative's exercises.
(Source: Practise Your English Competence for SMP Class VIII Curriculum 2013).

The pictures above show that the exercises in the worksheet about the genre of text that support the students' ability in understanding about the text were not enough because the exercises that put on the worksheet there was not about the exercise that support the students' ability about the text itself such as the questions that aim to determine of the generic structure and language features of the texts.

In addition, the researcher did an interview with one of English teachers in the school to get more information about the students' worksheets used by the students. Based on the result of the interview, the students' worksheets used still can not improve the students' ability in understanding about the genre of text, because the students' worksheet used is lack of explanation and exercises about the genre of text. Because of that the teacher must give more explanation about

genre of text and the teacher also have to provide another exercises about the genre of text from another sources like from internet.

Based on the problems above, the students' worksheets in reading skill are needed to develop. However, the English teacher has to use appropriate approach in order to reach the aim of the teaching and learning process in reading the text. Applying Genre-Based Approach for the students' worksheet is expected can be help students to make easy in the mastering of learning the genre of text in the class especially in the grade eight. Genre-Based Approach provides stages and strategies to help students have better understanding about the text-types. Genre-Based Approach in order to apply the approach to intructional process for reading and writing skill. Lin (2006:2) says Genre-Based Approach, teaching and learning focus on the understanding and production of selected genre of texts. Feez (2002) explains there are five cycles in Genre-Based learning process, which are Building the Context, Modeling and of the Text, Joint Construction of Text, Independent Construction of Text and Linking to Related Text. From the stages have parts itself that are expected can help teacher and students in learning genre of texts in reading skill in the class.

B. The Problem of the Study

From the background of the study, the problems are formulated as:

“How is the students's worksheet developed in reading for all genres in grade eight based on Genre-Based Approach for learning genre material in SMP Negeri 30 Medan?”.

C. The Objective of the Study

Based on the formulation of the research problem above, the objective of the study are:

“ To develop students’s worksheet in reading skill for all genres in grade eight based on Genre-Based Approach in learning genre material that suitable for students’ need in SMP Negeri 30 Medan”.

D. The Scope of Study

The scope of the study that focussed by researcher is developing students’s worksheet in reading skill descriptive, narrative and recount text based on Genre Based Approach for the eighth grade students of SMP Negeri 30 Medan.

E. The Significant of Study

The findings of this study will be expected to provide information which may have theoretical and practical contributions, as follows:

1. Theoretical Significance

By the theories that used by the researcher in this research may be funtioned to the English lesson and this study is expected to give reader understanding on the Genre-Based Approach, and how to implement them in developing Students’s Worksheet in Reading Skills descriptive, narrative and recount text for the eighth grade.

2. Practical Significance

a. For English teacher

The result of study may be applied by teacher in developing students's worksheets to be used as instrument to improve the creativity of the teacher in developing students ability in English especially in reading through training exercises by these worksheets.

b. For the Students

The result of study hopefully will be useful for students in their English learning and by this study about these worksheets the students can learn reading English more efectively. Beside that by the study students hope can increase motivation to read independently.

c. For other researchers

The result of this study can be reference for other researchers who want to develop students's worksheet in reading skill based on Genre-Based Approach in junior high school.