

CHAPTER I

INTRODUCTION

A. Background of the Study

English is widely used in Indonesia as a foreign language. The government put English as a learning subject for students. Based on the curriculum 2013, there are four skills which students are expected to be competent in learning English, they are writing, speaking, reading, and listening. As one of the four language skills, reading is the most important language skills that should be learned well by the students (Yun & Ping, 2007). It is also believed as an important part of the four language skills in order to acquire knowledge and gather information for the learning English as a Second Language or as a Foreign Language (ESL/ EFL) for academic success and professional development (Wei, 2005).

Students of senior high school are expected to able to express and compose a functional written text and simple short essay in several types of text, such as descriptive, narrative, recount, procedure, report, spoof, news item, analytical exposition, etc. Each text type has its own characteristics that the students should master. The students have to understand the social function, generic structure, and grammatical features of the text to be able to write the text well. Narrative text is one of those texts that the tenth grade students have to learn and it is learned in the second semester. The tenth grade of senior high school

students are expected to be able to read narrative text, since the genre appears in the curriculum.

In general, media refers to various means of communication. Smaldino et al (2006) define media as a means of communication and source information. It refers to anything that carries information between a source and receiver. The purpose of media is to facilitate communication and learning. Asyhar (2012) states that media can be defined as a tool which is used to deliver a message and information from a source to receiver. Therefore, Susilana & Riyana (2009) added that utilization of media will give good effect to students for enhancing their ability to do creativities in learning process which bound in learning purposes. That is why, media can be an organization of delivering message to the learners which will be achieved in teaching and learning process.

Basically, media also is an important component as an agent for processing communication which aim to deliver information between communicator and receiver. Approving the use of media in teaching and learning process will has considerable experience of the learners' situation in the classroom. In designing and doing learning activity, the teacher is demanded to prepare all things which expose the continuity of leaning in order to it comes effectively and efficiently. Therefore, the existence of media will give its color naturally for the learners as long as in learning activity go on. Then, the students are able to give arguments or perceptions to communicate it easily so that it makes them be motivated and interested.



Figure 1.1. The English Classroom Situation.

Based on the preliminary observation of grade tenth of SMA Swasta Raksana Medan, it was found that the students felt bored and were not interested to learn about English. The difficulty that the students often find in the process of learning might be the reason why students lose their interest in English. The existing media used for the teaching and learning process was only a textbook and worksheet. As a result, the students got bored and could not focus on the materials given to them. The teacher used the same materials from the same source and the media were not good enough to facilitate the students to learn reading. It is not suitable to encourage students' creativity. The teacher rarely used storybooks or other media. The need of more media became the main reason of this research. Learning media was used to support the material learned in the teaching and learning process. By using learning media, it was expected that connections between teachers and students could be built to complete the purpose of learning.

In solving this problem, teachers should be more creative in designing and delivering the materials especially to teach reading. To help students increase their passion to read, the English material has to be interesting and motivating students to learn, especially to read. Thus, students will not get bored and they will find themselves enjoy reading English texts or books.

The tenth grade students of SMA Swasta Raksana Medan needed appropriate teaching materials for reading activities. They needed the interactive materials which were suitable for them. Media such as pictures are good for teaching learning process. Visual aids, such as pictures, will attract reader's attention (Pinter, 2006: 69). By using a picture, students' attention will be more focused. Pictures can create students' inspiration and motivation to know the content of the message of those pictures. In addition, by seeing the pictures the students will understand more about the topic being taught.

Pictures and big books can help the students enjoy reading. As mentioned by Harmer (2001), one of the students' characteristics is that they remember better toward the real things around them than abstract ones. The use of pictures is to help the students to imagine the objects. Meanwhile, big books are useful to develop their awareness towards reading itself. The size of the books can be suited depending on the needs of the students. One of the alternatives that combine pictures and texts in big books is a pop-up book.

A previous study conducted by Khafidoh (2011) showed that Pop Up book was good and feasible for teaching English reading. The use of the pop-up book

successfully attracted the students attention. She reported that students were more active and enthusiastic joining the class when they studied using the product.

Therefore, of this study attempted to develop a Pop Up Book learning media which contained English learning materials and tasks which were appropriate with the students' needs, their level of proficiency, the standard of competences, and basic competences. This media could be used inside or outside the classroom as a supplementary or additional source for teachers to teach English.

B. Problem of the Study

Related to the background of the study, the problem of the study was formulated as follows: How was the suitable pop-up book developed for teaching reading narrative text at SMA Swasta Raksana Medan?

C. Objective of the Study

Based on the formulation of problem above, this study aimed: to develop a Pop Up Book as media for teaching reading narrative text at SMA Swasta Raksana Medan.

D. Scope of the Study

The scope of this study was to develop teaching media, especially Pop Up Book to teach reading narrative text. This research was conducted

based on scientific approach. The text type that was used in this research was narrative text especially legend. It would be applied to the tenth grade students of SMA Swasta Raksana Medan.

E. Significance of the Study

This study was expected to give some practical and theoretical significance for these following:

1. Theoretical Significances

Theoretically, this study provided beneficial and contributions in giving general knowledge of designing a pop-up book for teaching narrative text reading to grade tenth students.

2. Practical Significances

a. Teachers

The teacher could use the findings of this study to solve the problem of this school. In other words they could use this pop-up book to deliver narrative text materials in a more interesting way and inspire them to vary their learning materials and media.

b. Student

The researcher expected that this media would motivate the students to love reading and help them comprehend English Narrative text more easily.

c. Other researcher

The other researcher could use this study as the references for their relevant study.



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