

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is recognized as one of the most important and challenging skills that students must master when learning English as a foreign language, as it greatly influences vocabulary, knowledge, spelling, and writing skills (Harmer, 2007). According to Durkin (1993, as cited in Moore, 2005), comprehension is the process of constructing meaning from text. Reading comprehension involves not only deriving meaning but also requires cognitive skills, analytical reasoning, and the use of prior knowledge. At SMP Negeri 21 Medan, students' interest in reading is currently low, as they perceive reading activities as uninteresting. Most grade IX students are hesitant to read English materials or E-worksheet due to comprehension challenges and unfamiliar vocabulary

The researcher intends to utilize E-worksheet as instructional instruments for teaching reading. E-worksheets serve as a method to support and facilitate classroom learning activities. Appropriately designed worksheet can maximize limited teaching resources and enhance student engagement when thoughtfully organized. Chappell and Craft (2009) and Susantini and Lisa (2016) assert that E- worksheets constitute part of the teaching reading skill that aid in developing students' cognitive abilities.

SMP Negeri 21 Medan implement Merdeka Curriculum Merdeka Curriculum was officially established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) on February 11, 2022. The Merdeka Curriculum has been implemented at SMP Negeri 21 Medan and was officially established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) on February 11, 2022. This curriculum was introduced as part of efforts to restore

learning following the COVID-19 pandemic. Within the Merdeka Curriculum, grade IX English learning objectives emphasize advanced language skills. Students are expected to comprehend complex spoken texts, express ideas confidently in conversation, analyze fiction and nonfiction texts, and effectively produce structured texts such as reports, essays, and emails. According to the syllabus, there are four types of long functional texts designated for grade IX students: descriptive, recount, procedure, and narrative. This study will focus on the development of narrative texts.

In instruction, it is essential for educators to provide worksheet that are appropriate and tailored to the students' context. English reading presented in E-worksheet should include texts, dialogues, or other informational content that serve as vital inputs during reading sessions. E-worksheet are valuable educational resources due to the variety of exercises they offer. E-worksheet are among the printed materials (along with handouts, modules, and textbooks) that may be used in the teaching and learning process. Prastowo (2015) contends that employing E-worksheet encourages active student engagement with classroom content.

In this era, teachers must embrace technology and develop E-worksheet that enable students to enjoy the learning process. To be more creative and innovative, teachers must design interactive E-worksheet to help the learning process.

The researcher will use the E-worksheet as reading skill for teaching. Because E-worksheet are one way to help and facilitate learning activities. Worksheet can also optimize the use of limited teaching tools to increase students' interest in learning when arranged in an interesting way. Chappell and Craft (2009) and Susantini and Lisa (2016) assert that a worksheet constitutes a component of instructional instruments that may enhance cognitive abilities.

The interactive E-worksheet that provides a well-designed reading E-

worksheet is "liveworksheet". It refers to high-quality products that are both engaging and effective. These E-worksheet are tailored to meet students' diverse needs, making the learning process more interactive and enjoyable. Liveworksheet often incorporates interactive E-worksheet, such as videos, audio clips, and online quizzes, which can enhance students' understanding of the worksheet. Teachers can use these resources to create a comfortable classroom atmosphere where students feel motivated to participate and explore the content more deeply. For instance, a liveworksheet might include a reading passage and questions encouraging students to think critically about what they've read. It could also feature links to relevant videos or interactive activities that reinforce the concepts discussed in the text. This combination of traditional reading skill and modern interactive E-worksheet makes learning more enjoyable and helps students develop essential skills in comprehension and analysis.

To identify problems with the E-worksheet used in junior high school, the researcher conducted an observation at SMP Negeri 21 Medan. Based on the quisionnaires and documents, the researcher found some problems that are related to the E-worksheet used by the IX-grade students of SMP Negeri 21 Medan.

The first problem is that the school did not use E-worksheet. The English teacher of SMP Negeri 21 Medan only used a textbook to initiate teaching and learning activities. The second problem is that the teacher simply gave the task from the book. The teacher did not realize the importance of a good worksheet, and she was less creative in thinking and in arranging their own worksheet. Figure 1.1 shows a simple worksheet used by the teacher

Activity 3

Listen to the text carefully, then fill in the blanks with the correct words!

The Mighty Babau (from Brunei Darussalam)

The villagers of Kampong Serai were (1) ... and they had good reason to be! Nearly every night a tiger roamed their village. Nobody felt safe anymore and they (2) ... something had to be done. They had to (3) ... this tiger but how could they do this?

At the start of a working day in the fields, Babau, a buffalo, was being readied to (4) ... all day long in the searing heat. The villagers (5) ... him by singing:

Babau, Babau Foolish Babau,
Babau, Babau Fat Babau,
Babau, Babau Lazy Babau,
Babau, Babau You are a fool, Babau,
What are you going to do?

When they had finished singing the villagers (6) ... that Babau could be used as the bait to catch the tiger. Babau was big and so (7) ... to a fierce hungry tiger! Babau understood the plan and was saddened to hear that he was to be (8) ... but he was helpless. Indeed, what was he going to do?

The plan was set for the following day but for now work had to be done. At the end of the day, as usual, the villagers sang to the (9) ... Babau:

Babau, Babau Foolish Babau,
Babau, Babau Fat Babau,
Babau, Babau Lazy Babau,
Babau, Babau You are a fool, Babau,
What are you going to do?

That evening Babau was brought to the middle of the jungle and was (10) ... to a tree. The villagers hid in a hut on a tree top. The tiger (11) ... but Babau pretended he was already dead instinctively knowing that the tiger (12) ... fresh meat. The tiger, believing Babau to be dead, turned his back and started to leave. Babau saw his chance to strike the tiger's stomach with his horns inflicting injury enough to scare the tiger away. He never came back.

The villagers were surprised by the (13) ... cunning, bravery, and swiftness of Babau. Was this the same Babau they called foolish, fat, and lazy every day?

The next morning the villagers were not sure how to (14) ... Babau. But Babau held no grudges and in fact he was ready to be put to work as usual. Embarrassed by their (15) ... of Babau the villagers came up with a different version of their song:

Babau Babau Cunning Babau,
Babau Babau Strong Babau,
Babau, Babau, Brave and mighty Babau,
Babau, Babau Smart Babau,
What are you going to do
Now that we respect you?

Activity 4

Answer the following questions based on the text in Activity 3!

1. What were the villagers of Kampong Serai afraid of?
Answer: ... to a tiger ...

2. What did Babau do in the fields all day long?
Answer: ... to a tiger ...

Figure 1.1 The Picture of Narrative' Exercises

Based on the problems above, the teacher only red traditional textbooks to students is not enough, and students would experience limitations in reading and an inability to recognize the linguistic features of narrative text. To overcome this situation, researchers use E-worksheet. This is considered valid and useful for improving students' reading skill and for making students active during the learning process, where they feel happy, so they are motivated to read and complete the worksheet.

Based on the problems above, the researcher intends to develop E- worksheet to teach reading skills to grade IX students at SMP Negeri 21 Medan. The aim of this research is to develop a E-worksheet on reading narrative texts for teaching reading

skills to grade IX students at SMP Negeri 21 Medan.

A. The Problem of the Study

Based on the Background of the study, the problem is formulated as follows:
How is the E-worksheet developed for teaching reading skills to grade IX students at SMP Negeri 21 Medan?

B. The Objective of the Study

In line with the research problem, the objective of this study is to develop E-worksheet for teaching reading skills to grade IX students at SMP Negeri 21 Medan.

C. The Scope of the Study

This study focuses on creating an online reading guide of an E-worksheet on liveworksheet for students at SMP Negeri 21 Medan, grade nine, first semester, that includes narrative text about folklore. The E-worksheet will be created in response to the needs of the learners.

D. The Significance of the Study

The significance provides context and reasons for why the study is relevant and valuable, with a clear rationale for why the research is worth conducting and how it fits into the larger academic or practical landscape. For this reason, the author describes the benefits of this research as follows:

1. Theoretically Significance

Theoretically, this study expects to give further information on developing narrative reading E-worksheet for grade IX SMP Negeri 21 Medan.

2. Pratically Significance

- a. For the teachers

The findings can provide references for alternative E-worksheet in teaching

English, especially reading skill. Teachers are also expected to be inspired and motivated to produce more interesting and innovative English teaching reading skill.

b. For the students

The findings of this research provide guidance on using E-worksheet to increase their knowledge, improve their reading skill, and enhance their motivation to learn English. These findings will be useful for future researchers who wish to Conduct research into the development of English-based reading skill that students need conduct research into the development of English-based reading skill.

c. For other researchers

This study can give them some data and references for those who want to develop E-worksheet in Narrative text.