

# CHAPTER I

## INTRODUCTION

This chapter deals with research background, research questions, scope of the research, research objectives, product specification, research benefits, and definitions of terms.

### **1.1 Research Background**

In Indonesia, the position of English is as the foreign language. Yet, it did not mean that English was not used in the society. History of English as it was stated by Hutchinson and Waters (1994:6) that English was as one of the accepted international language influences so many fields. It was commonly used in the journals and textbooks and all the instructions that make the businessman, mechanic, doctor, teacher and other fields encourage themselves to learn it by learning English first. It also has power in many fields, such as economy, politics and education. This means that it was so common if those fields grow up and people around the world who want to learn in business, diplomacy and studying in foreign country must master it. Moreover, for ASEAN countries that currently faced ASEAN Economic Community (AEC) affect the people who had a bad skill in communicating in English. It was also followed by Indonesian, who have currently joined AEC would make effects the trading in Indonesia if they cannot to communicate in English well. In communicating, people would get the information as their knowledge through reading. So that, it could be said that before people communicating, besides they would listen, they would also read something to enlarge their knowledge in getting the information.

There are four skills in English, such as listening, speaking, reading and writing. Students have to master all the skills to follow up the demanding of a new world. In reading, it has benefits in many aspects. As it is stated by Harmer (2007:68) that by reading, especially reading in English, they will be able to read the text for their careers, academic purposes or pleasure. It was also very useful in process of language acquisition in learning English. It could be inferred that reading is very beneficial to be learnt. Related to the reading skill Indonesia that was published in Kompas stated, that the member of House of Representative, Basuki, gave a statement about statistic of reading quality in Indonesia. He said that the percentage of the interest in reading only 0,01 percent, which it meant 1 of 10.000 people had the interest in reading based on the survey of UNESCO (Gewati, 2015).

Then, to improve their interest, motivation and skills on reading, the government made a new program in 2013 Curriculum. According to the former minister of Education and Culture published on Tribun News, Anies Baswedan (2015), the development of *Gerakan Literasi Sekolah (GLS)* program based on The rule of Education and Culture Minister No 21 of 2005 about *Penumbuhan Budi Pekerti* stated that growing and developing the desire of reading in order to create a new generation in long term, children having a high ability of alliteration. It could be said that, reading materials was so necessity to be learnt for students. It also emphasized with the statement from the current minister of Education and Culture, Effendy (2016) on Kompasnesia said that reading program was very important, but it would be not comprehended if the books read by the students is not clear.

Moreover, teacher did not gave their role to help students in comprehending the books. Based on the facts, the researcher planned to give the additional materials especially focus on reading skill, to help the teacher and school in giving the various text to be read by students. Besides, the curriculum also focused to generate the productive and creative students. As it stated on Workshop (2014), entitled “Implementing 2013 Curriculum” that the curriculum would produce the productive, creative, innovative, and affective through reinforcement by attitude, skills, and knowledge which were integrated for all students in Indonesia. In order to be in a line with the current curriculum, the teacher was forced to give the additional materials outside the textbook. Many references of materials were also implemented in the class. Thus, the supplementary materials that focused on reading also will help the teacher in giving the additional reading materials.

The primary students on Junior High School should have adequate time to begin the habit for reading. Unfortunately, the supplementary reading materials for students was unavailable in the school. Even though in a new curriculum, textbooks was provided and distributed in Indonesia as the main source to study using 2013 curriculum called “When English Rings a Bell”, but on the researcher’s assumption, the distributed book has less portion on reading materials. Moreover, the books and time, to have alliteration to read some books, are available. Yet, they did not have enough English book in the library. In order to make the students like reading, highly motivated in reading and also enrich their knowledge through reading, the supplementary materials on reading was much needed. The kind of the method used to make the supplementary materials was Research and Development (R&D). Later, it also can be implemented to the school, so it should definitely fit with the current curriculum which also inserted the situation and condition of Junior high school students in SMP N 1 Seyegan. Thus, based on the situation and condition

stated, the researcher was encouraged to design the supplementary reading materials for seventh graders of Junior High School.

## **1.2 Research Questions**

Based on the background above, the research problems were formulated as follow:

1. What is the need analysis of English reading skill development for the seventh grade of SMP N 1 Seyegan?
2. How is the design of the student supplementary reading for the seventh grade of SMP N 1 Seyegan?
3. How far is the appropriateness of the designed supplementary English reading text towards the seventh grade of SMP N 1 Seyegan?

## **1.3 Scope of the Research**

As it had been explained that considering the problems appear for the alliteration section of 2013 curriculum, the students had to build their reading skills. This kind of characteristics in this current curriculum used make the students read a lot of materials subjects. The unavailable supplementary reading materials also supported the researcher to design the reading materials for seventh graders students of SMP N 1 Seyegan. To fulfill the demand of the curriculum, the supplementary materials would be very useful to add the motivation for reading. Thus, the researcher dealt with the supplementary materials for Junior High School students in the seventh grader. This supplementary here only focused on reading materials. It will contain the vocabularies, texts, and tasks. The text would be focused on descriptive text, following the course which the students study on the second semester of grade seventh.

## **1.4 Research Objectives**

There were some objectives of this research, such as:

1. To find the data of needs analysis of English reading skill development for the seventh grade of SMP N 1 Seyegan;
2. To design the supplementary reading for the seventh grade of SMP N 1 Seyegan;
3. To describe the appropriateness of the designed supplementary English reading text towards the seventh grade of SMP N 1 Seyegan.

## **1.5 Product Specification**

The product specification dealt with the term, “Supplementary reading materials”. It was the materials provided to give the addition from the book currently used focusing on reading materials. On the supplementary reading materials would contain vocabularies, texts as the material and tasks as the exercise.

## **1.6 Research Benefits**

The researcher expected that this study would be useful in theoretically and practically. In theoretically, this study would give benefits next relevant researcher and book designer. The next researchers could use the research as a reference to their study which had a similar theme. Then, book designer could use it to develop the materials in order to fulfil the students’ need. Then, practically it would be useful for English teacher of seventh graders, principal school, and the seventh grader students of Junior high school. English teacher of seventh graders and the principal of Junior High School could use the designing supplementary reading materials as the reference to give the additional reading materials which are appropriate. For the seventh graders, they could explore their knowledge and have a good quality of reading materials in English. Last, the principal school could use it as the additional materials that will be used by teacher of seventh graders.

## **1.7 Definition of Term**

In order to clarify the concept to avoid any misunderstandings and misinterpretations, in this section the researcher defined some keywords and phrases in this research terminology. There were some keywords and phrases, such designing, supplementary material, reading and 2013 curriculum. The description of the keywords were as follow:

### **a. Designing**

Designing in this research would be linked to the instructional design as it defines Aldoobie (2015:68) that instructional design was a set of process in making and developing the effective materials encouraging with the science, learning, and instructional theory. The researcher here, focused on designing materials especially reading materials for seventh graders students of Junior High School.

### **b. Supplementary material**

As Cunningsworth (1995:138) explained the course book which generally needed addition materials in some areas such as, reading, listening, pronunciation, vocabulary

and grammar. Brown (2004:136) stated the reinforcement to strength that supplementary materials was very essential and necessity to be expanded in the learning and teaching process. It could be concluded that supplementary materials are the addition materials used to encourage both students and teacher in teaching and learning process. The function of supplementary itself could be as a task outside the class or as homework.

c. Reading

Reading was one of four skills in learning English. Harmer (2002:68) said that reading was the process of interaction between the author, the text and the reader.

d. The 2013 curriculum

2013 Curriculum was expanded by the previous curriculum, School Based Curriculum (SBC). The main characteristics is about the faithful to God, value, reading habit, personality development and meaningful learning (Minister of Education and Culture, 2012).

