

CHAPTER I

INTRODUCTION

This chapter discusses the key topics surrounding the study's background, problem identification, problem limitation, problem formulation, study objective, study significance and product specification.

1.1 Background of the Study

English is one of the most widely studied and used as an international language, and it is used as a communication code among nation in the world. This is in accordance with the role of English as a global language as stated by (Nunan, 2005) that English acts as a global or world language because English is learned and used as a means of communicating in various countries both as first language, second language and as a foreign language. In Indonesia, English as the first foreign language is studied as a compulsory subject from junior high school to college or commonly known as formal school. In short, English has become the subject of instruction in formal schools, namely elementary and secondary schools, as a result of various curricula that have been implemented.

The national education system is defined as the entirety of the educational component that is interrelated in an integrated manner to achieve national educational goals in Law of the Ministry of Education and Culture No. 20 of 2003 Article 1 Paragraphs (11) and (13) concerning the National Education system (Dikbud, 2003). As a result, the government regulated formal schools, which were the primary method of law enforcement. Furthermore, a structured and tiered education system, consisting of basic education, junior secondary education, senior secondary education, and higher education, was established in Indonesia. English is included in compulsory lessons in formal schools according to the applicable curriculum, including the ability to acquire a second language.

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills.

This is supported by (Chitra & Thiagarajan, 2001) who state that mastering language skills will determine the students' communicative competence in the target language.

Reading is the most important single skill in study for second language learners in academic context. To aid them, as many reading resources as possible must be offered to them. obtaining a great deal of information and expertise via language that's state from (Shavelson & Stern, 1981) Reading includes tasks that aid in the comprehension of written communication. The reader can obtain a wealth of knowledge, information, entertainment, and even problem-solving strategies. The reader can obtain information from the writer in the form of text via reading. With improved reading ability, English language learners typically make better strides in other areas of language acquisition. Reading should be an active, fluid activity that requires both the reader and the text to construct meaning. stated (Abeer AL-Ghazo, 2015). Reading, in other words, serves the objective of assisting the reader in comprehending the meaning of writing that has been done for a certain reason.

Learning Reading in English is the primary focus of all other activities in the English subject; nevertheless, other aspects of the language, such as pronunciation, grammar, and vocabulary, should also be acquired to complement the language abilities, most notably reading. Reading texts is the primary method through which students learn writing, grammar, and vocabulary (Pustika, 2010). The reader of a text must be able to proceed through the full thing while still comprehending the content. Readers develop their ability to respond to questions through reading.

Based on observations at SMPIT Insan Permata Bojonegoro on January 30th 2023, it was found that many grade VII students had deficiencies and an interest in reading texts. Students learn English based on instructions from the teacher about the material to be studied at a certain time every semester. Students are instructed by the teacher to use the book "When English Ringing the Bell". opinions about this book are written by (Zumrudiana et al., 2022) declare this book Contains 74.19% cognitively

relevant and socially useful content. Almost all communicative functions that need to be mastered by most students are contained in the compulsory material.

In addition, students' interest in English lessons is very low, as can be seen from the midterm exams they still get scores that are below average, while the material presented is the same as in books and the K13 Curriculum and the independent curriculum are two types of educational programs utilized by schools.

In addition, the school library does not have a large selection of reading materials or English textbooks that are aligned with the KTSP curriculum. There is prior research by Denny Armiyati that looked at the creation of teaching materials for reading, but there are differences from this study in the curriculum used, the level of the class, and the issues that students were facing.

These conditions impede students' reading comprehension and access to online resources. While teaching materials are needed to improve learning outcomes. Therefore, researchers wish to develop additional teaching materials, especially for reading skills. Researchers were also instructed in making English additional reading materials for books. As a result, there are no textbooks available. Without textbooks, students cannot understand English reading.

1.2 Identification of the Problems

Based on the background of the study, the researcher identify the problem as follow:

- a. The worksheet that used in the school unattractive, thus making the student were not interested in learning English.
- b. The books that are in accordance with the demands of the curriculum have not been obtained.
- c. Teaching materials at school are still very limited (get lessons only in class and few books in the library)

1.3 Focus of the Research

Without testing reading supplements, this research is restricted to the process of creating reading comprehension materials. This study is likewise restricted to creating reading materials that solely use expert validation and minor edits.

1.4 Research of Problem

Based on the identification of the problem above, the formulation of the problem of this study is:

1. How are the learning needs of class VII students of SMPIT Insan Permata Bojonegoro met?

1.5 Objectives and Usability of the Research

1. Research Objective

The Objective of this research was to develop appropriate supplementary book to teach reading material for students seven grades at SMPIT Insan Permata Bojonegoro.

2. Usability Research

While the usefulness of this research was as follows:

- a. To provide material as learning is appropriate with student's need and student's interest for student seven grades at SMPIT Insan Permata Bojonegoro.
- b. To provide material as supplementary source for English teacher in teaching reading for students at seven grades at SMPIT Insan Permata Bojonegoro.

1.6 Product Specification

The supplementary book developed for seven grades SMPIT Insan Permata Bojonegoro :

1. The reading materials developed was in the formof supplementary on descriptive and recount text material I learning English reading. It is because the reading material for seven frade in first semester used descriptive and recount text.
2. The developed supplementary book nuances pondok pesantren that's closer picture and colour to attract to student. It because student lived in pondok pesantren, so they know the closer meaning of text and imagine the environment.
3. The developed supplementary reading used 4D model by Thiagarajan. Because the stages of the model was devided detail and systematic.
4. Supplementary reading is developed using the latest curriculum in accordance with the enactment of the Ministry of Education and Culture regulations



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