

## **CHAPTER I**

### **INTRODUCTION**

This introductory chapter provides the overview of the research. This chapter is divided into seven sections. They include the background of the research, formulation of the research, objective of the research, expected product specification limitation of the research, significant of the research and operational definition of key terms.

#### **1.1 Background of the research**

Curriculum is a set of educational plans that are based on the needs and demands of the times, so that curriculum changes are a consequence logical must happen. Curriculum in Indonesia has repeatedly changed. It has been changed ten times, 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. However, changes in curriculum that are too frequent and in a short period of time also have an adverse effect on the dynamics of education.

Based on the law No. 20 of 2003 about National Education System stated that the purpose of education is to educate the nation's life and develop Indonesian people as a whole. It means become people who believe and devote to God, have noble character, have knowledge and skills, physical and spiritual health, a solid and independent personality and sense of social and national responsibility. So, it can be concluded that the main purpose of education is to produce human beings who are faithful and devoted to God. In this case, religion is one of the main foundation for achieving that goal.

In line with character education which is a general provision in law No. 20 of 2003 Article 1 about education. It is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.

Based on phenomena occur that education in Indonesia has been sharply highlighted by various groups related to several emerging problems, such as curriculum changes, pros and cons of national exams, student brawls, student abuse cases by teachers, high costs of education, and so forth. While, education is the gateway to the progress of a nation where a great nation prepares its young generation as early as possible. So, education that focuses on development of character is very important to apply.

Beside of the curriculum as the basic orientation in system of education, teachers also need a media to support teaching and learning process such as textbook, worksheet and other resources. According to Harmer (2007) there are only four types of instructional media which are utilized by the teachers to study. They comprise: (1) boards; (2) realia (3) pictures and (4) books.

A textbook is a kind of facilities that commonly used by teacher as the main media to support the teaching-learning process. Without any textbook, students can not learn english comprehensively. The use of a textbook can help the teacher to improve the students' language ability because the textbook provides the material that follows with some exercises.

From the researcher interview with some English teachers and observations at some Islamic Junior high schools in Jambi Province, the researcher found some problems in teaching and learning process, especially in reading activities. Most of the student find that understand English text is difficult, due to their limited background knowledge and low vocabulary mastery. The researcher also found that the school did not provide materials that content Islamic context to attract students' interest in learning.

The researcher also found the same problems when doing an observation at Mts N 4 Kerinci. It is found that teacher used the same textbook as state junior high school which is the content does not represent the Islamic context. Moreover, the eighth graders of Mts, as beginners, need to receive more inputs in order to explore their English skills through good materials. Yelia (2014) stated that, "All learning activities designed and conducted by teachers have to bring students to the process of an active learning. Teacher have to choose appropriate material that can motivate students to study and use all their potencies optimally". However, it is difficult to find appropriate materials. Therefore, English teachers need to facilitate the students by providing appropriate materials.

In reference to the consideration above, the researcher was inspired to develop supplementary reading material. This research not only focuses on developing supplementary reading material but also to promotes students moral values through Islamic stories. The researcher believes that developing supplementary material for eighth graders of MTs N 4 which is related to student background knowledge and the environment will appropriate become the solution to solve the problems encountered.

## **1.2 Formulation of The Research**

Based on the background of the research above, this research answered the research question: “How is task-based supplementary English material for eighth graders of MtsN 4 Kerinci developed?”

## **1.3 The Objective of The Research**

This research mainly aimed to describe the process of developing supplementary English reading materials with Islamic stories used for eighth graders of Islamic Junior High School (MTs)

## **1.4 Product Specification**

The specifications of expected product in this study are as follow:

1. The product is formed as supplementary English reading material. The material is for eighth graders Islamic Junior High School.
2. The content based on curriculum 2013 (Reading Recount and Descriptive text) of English for eighth graders Islamic Junior High School (MTs).
3. The material consists of two units. The first unit is Descriptive text. The second unit is Recount text. All stories in the materials are Islamic stories.
4. These materials include several language features, such as determine the main idea in the stories, the use of conjunction in sentence, determine adjective and noun phrases in stories, determine verb in the form “present tense and past tense” and concluded the generic structure from the story.

## **1.5 Limitation of the research**

This research focuses on the process how to develop task-based supplementary English reading material with Islamic context for eighth graders.

For the product, the researcher made 2 units with several topic as new learning material that chosen based on need analysis. Then, this learning material is only for supporting the main textbook. The supplementary materials would not be implemented because of the limitation of energy, time and knowledge of the researcher.

## **1.6 Significance of The Research**

There are two significances of this research, there are: theoretical and practical.

- a. Theoretically: It expected to provide task-based supplementary English material for eighth graders of MTs N 4. The materials are related to an Islamic context.
- b. Practically: The researcher expected the product of this research can help the teacher and students in English teaching-learning proses of eighth graders of MTsN 4 as the supporting media to achieve the goal of national education.

## **1.7 Definitions of The Key Terms**

***Supplementary Material:*** Supplementary materials are the materials taken from another source or any other material that is developed for learning purposes. They are developed by adding new additional materials in order to supplement the textbook. McGrath (2002).

***Materials development:*** Both a field of study and practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. Tomlinson (2003).