

# CHAPTER I

## I. Introduction

This chapter explains the reasons for conducting research and addresses several points: an introduction to the background of the problem, problem identification, problem limitation, problem formulation, research objectives, research significance, and definition of terms as described in the following sections.

### 1.1. Background

Book is a window of the world. This expression clearly illustrated the benefits of reading, namely opening, expanding, the insight and knowledge of people. To be able to broaden people's insight and knowledge, people should be able to understand with contents of the reading. Therefore, based on education world in teaching students by reading in good understanding, it should be the teacher's main priority. In Understanding the importance of the ability to read a text by using appropriate teaching methods, materials, activities, media, and other requirements that could help students to improve their reading comprehension skills.

In learning English there were 4 English skills. The 4 skills were listening, speaking, reading, and writing. Students are hoped capable to master those four skills. It is based on the objectives of teaching language. Listening and speaking were oral communications while reading and writing included in written communication. Reading skills was the one of written communication, so it could be said that these skills were receptive. However, capable to use English well reading is an essential skill. In the teaching and learning process in Indonesia, schools were guided by the SBC curriculum. SBC defined as an operational curriculum that is developed and implemented by each education unit with due observance to the basic competencies and standards competency developed by National Education Standards Agency (BSNP). The improvement of SBC in the school area according to the needs of this school consisted of educational objectives, structure and counter-curriculum, and syllabus. Implementation of SBC is from Permendiknas Nov 24 (2006) on the content and standard competencies. In mastering 4 language skills, namely listening, speaking, reading, and writing, it hoped that students in schools, specifically in junior high schools, communicated using English.

In communication, it is hoped to capable to express information, feelings, thoughts, and respect for the culture and improve technology and science (BSNP 2006). Cultural appreciation has become a part of hope along with other competencies. Consideration of cultural involvement in the educational process because it contained public morals.

Based on the etymological dictionary (Dauglass Harper 2010), defined the culture as an human behavior integrated pattern that consist of thoughts, speech, actions, artifacts and relies on the human ability to learn and spread knowledge to future generations. In addition, Slavin (2009) stated that when children enter school, they have obtain lot of aspects of the culture in

which they grew up, for example; attitudes, beliefs, language, ways of behaving, and food preferences. In this study, researchers used considerations to develop academic material, especially reading material.

Hence this research was to improve better materials, specifically for additional reading materials base on cultural materials for eighth grade Junior High School. This research was conducted on SMP CENDERAMATA. From the observations That had been made it was found that there was the source of reading material used in the classroom, namely textbooks from the government.

From this source, the teachers admitted that the teachers need more reading material that contained culture aspects, by incorporating culture, especially Batak Toba culture. Materials of reading shall help students gained more knowledge of the context because they were close in their activity in life. Based on interviews, it found the facts by developing complementary reading materials based on Batak Toba culture. The researcher attempted to design a model of additional reading materials based on cultural materials and could be used as a sample of how to describe the Batak Toba culture.

The Batak Toba tribe was one of the major tribes in Indonesia. The Batak tribe consisted of six parts, namely (6) sub-tribes, were: Batak Toba, Karo , Simalungun Pakpak, Angkola and Mandailing. And the researchers discussed Batak Toba culture because the culture contained in this research site was the Batak Toba culture, where the place of this research was in Samosir.

The material to be developed in this additional culture-based reading material consisted of 4 topics, namely traditional Batak clothing, cuisine, tourist attractions, and also Batak dances. By developing reading material, the teacher would get reading material sources for use in class.

This research and development determined to identify potential and issue in reading in EFL class. This research adapted the Research and Development model by Sugiyono (2011) The adaptation model includes 7 steps, namely :

(1) identify the potential and issue of reading, (2) collecting data, (3) designing a product, (4) validate the design, (5) revise the design, (6) conduct field test, and (7) revise the product. Identifying the selection of topics, pictures or illustrations, and types of reading activities as the issue in reading and used as deliberation in identify potential development of reading materials - Additional reading material can be explained from five aspects: language use, construction, content, reading activities, and physical appearance.

## **1.2. The Formulation of Problem**

Based on above condition, the researcher will identify the issue which will be formulated, they are :

1.2.1. What were the potentials and issue in reading that faced by the eighth-grade student of junior high school?

1.2.2. What did a well-developed culture-based supplementary reading material for the eighth-grade students of Junior High School look like?

1.2.3. How was the quality of the newly developed culture-based supplementary reading material for eighth-grade students of Junior High school?

## **1.3. Objectives of the Research**

To provide reading material for an understanding of students' reading abilities that were lower than they should be. In this case, culture-based reading materials could provide students with low reading comprehension due to several things, namely the poor teaching and learning process. So students have difficulty in understanding how to read correctly. By making culture-based reading materials, students will understand more easily because they read existing cultures in their area. The objectives of culture-based reading materials were as follows.

1. Determined the potential and reading issue faced by this eighth-grade junior high school student

2. Develop student potential by using supplementary well-reviewed culture-based reading material for eighth-grade junior high school students

3. To determine the quality of the newly developed culture-based supplementary reading material for grade VIII junior high school students

#### **1.4. Scope of Study**

This study aimed to add reading material based on Batak Toba culture consisting of 4 topics, namely traditional Batak clothing, Batak cuisine, tourist attractions, and Batak Toba dance for eighth-grade students of SMP CENDERAMATA