

CHAPTER I
INTRODUCTION

1.1 The Background of the Study

English is spoken globally. English requires four competencies. They attend, read, and compose. The four competencies are receptive and efficient. Listening and reading are receptive, whereas speaking and writing are active. Non-native English speakers must learn to read in addition to the four abilities listed above because they rarely hear or speak English. Without foundational knowledge, English comprehension is difficult, particularly text reading. Each language demands literacy. Literacy in reading emphasizes reading comprehension. Thus, reading comprehension requires text comprehension. Reading helps individuals develop and adapt to change.

Reading is the most essential skill for academic achievement because it involves the consolidation of information and knowledge into print and digital form (Ghahari & Basanjideh, 2017). Reading is a comprehension of a text. Authors and instructors want readers to acquire proficient reading skills. Because reading-learning is ineffective if pupils do not comprehend. The ability to comprehend a text requires deriving inferences from it. Without comprehension, reading is pointless.

Today, many individuals do not read because they are fatigued and weary of reading lengthy texts. They also have difficulty comprehending and reading due to a lack of vocabulary. In addition, people must accomplish numerous tasks quickly today. Reading is necessary for rapidly acquiring textual information. Reading is one of the four major skills considered as the most important in learning English (Carrel & Eskey, 1998) in Rita et al 2022.

According to Hismanoglu (2005), literature-based English teachers encounter numerous obstacles. First, language instructors lack classroom-appropriate, pedagogically-designed materials. Second, inadequate training in

literacy education. Third, writing has unclear objectives. Numerous instructors attempt to instruct writing without adequate preparation. Therefore, students avoid literature, particularly English.

In order to solve the problem above, a solution needed to be made. Researchers propose a variation in reading text itself. The culturally localized reading material then proposed by the researchers in order to solve the readings' problem. It is hopefully beneficial for students, mostly for beginner students. Local culture is preferred by students, and it directs to employment of local culture as the theme of reading materials (Rattanaphumma, 2006) in Triani et al:2022. Moreover, a study by Erten and Razi (2009) revealed that local culture which is familiar to students is more comprehensible. In line with this idea, Wulandari, et al (2018) discovered that incorporating local culture into reading can improve students' reading comprehension. In short, the familiarity of the content of reading materials leads to enjoyment and comprehension due to schemata theory.

In addition, Estuarso et al. (2017) in Nambiar et al (2020) have claimed that students are more interested in learning English when the materials provided are closer to their culture. Using local reading materials, it has been found can help in boosting their extrinsic motivation and engagement toward the material (IGNA Wijaya 2018, Royani 2013) in Nambiar et al (2020)

This research will design the reading text based on Siwaluh Jabu, Siwaluh Jabu is a tribal house of the Karo people of Indonesia. Siwaluh Jabu also refers to the Karo people in ancient times. In addition, this study will create a reading text based on Siwaluh Jabu, a traditional dwelling of the Karo people of Indonesia. Siwaluh Jabu also refers to the ancient Karo people. This requires a great deal of indigenous knowledge, such as the fundamentals of living in harmony with nature. It relates to the community's accumulated and transmitted culture. This wisdom can be both abstract and concrete, but the essential element is that it is derived from life experiences or truths. With all the explanations above, the researchers ultimately opted to do research on **DESIGNING ENGLISH READING TEXT BASED ON SIWALUH JABU.**

1.2 The Problems of Study

The study is conducted to address the following problem :

1.3 What is the Karonese traditional house Siwaluh Jabu?

1.4 How to design reading text based on the Karonese traditional house Siwaluh Jabu?

1.3 The Objectives of The Study

Based on the problem above, the purpose of the research can be set as follows

1.4 To find what is the Karonese traditional house Siwaluh Jabu

1.5 To find out how to design reading text based on the Karonese traditional house Siwaluh Jabu

1.4 The Significances of the Study

The researcher expects that this study carries some advantages to the theoretical as well as practical uses of language.

1.6 Theoretically, the researcher hopes that the result of this study will trigger other researchers to conduct further research related to material design and development in teaching reading.

1.7 Practically, the results of this study are supposed to be helpful for the following parties:

1.7.1 For students, the development of this study is expected to provide a source on learning to read in developing their reading comprehension ability,

1.7.2 For Teachers and other researchers who are concerned with developing reading materials, the result of this study is supposed to give input to their study.