

DEVELOPING DESCRIPTIVE TEXT AS A SUPPLEMENTARY READING SOURCE BASED ON HISTORICAL HERITAGE

CHAPTER I

INTRODUCTION

1.1. Background of Study

Reading is essential to every students to be able to master another skills and aspect in English such as vocabulary, grammar, speaking, listening, and writing. Students need to master reading to communicate and receive some information. Reading is an active process of constructing meanings of words and reading with a purpose helps the reader to direct information. Rahim (2018) states that reading is increasingly important in life increasingly complex society. However, children who do not pay attention to its importance learning to read will not be motivated to learn. Learning to read is a business continuously and students who see high reading value in their personal activities will be more active in learning compared to students who do not find benefits from activity esread. On the other hand, there are still many students who are able to read a material correctly reading but unable to understand the contents of the reading. Lan, Lo, & Hsu (2014) reading comprehension has a vital role in helping students understand various phenomena in everyday life. Reading is an important thing in the process learning. Abidin, Tita, & Hana (2018: 160) explain that reading is one of the language skills. Read is also a necessity for us. Reading has meaning makes students literate in a context. Reading is interpreted as an effort to understand, use, reflect on, and involve themselves in various types of text in order achieve a goal, namely to develop knowledge and potency.

Reading is one of the key abilities that should be emphasized in the teaching and learning of the English language. Reading is one of the four primary abilities deemed to be the most crucial in learning English, according to Carrel (1998). It is a talent that can aid students in gaining more information and knowledge. In Indonesia, junior high and high school students are required to take English as a subject. Reading is one of the abilities that has to be emphasized in teaching,

according to the National Curriculum 2013 that is being implemented. Additionally, it is said that the children must be able to develop strong reading skills.

However, Indonesian students' reading proficiency is still lacking. The Education First English Proficiency Index (EF EPI) results revealed that Indonesian pupils had a low level of comprehension of English texts. With a score of just 52.15, Indonesia ranked 39th out of 80 countries in the globe in 2017. With a score of 51.58, Indonesia ranked 51st out of 88 countries in the world in 2018. This result fell short of the EPI mean of 56.64. With a score of 51.58 in 2018, Indonesia ranked 13th out of 21 countries in the Asia-Pacific region. Additionally, the score was lower than the 53.49 EPI average.

The reading ability of students at SMA Negeri 1 Pollung that the ability of students is low, due to a lack of student motivation to read and a lack of attention to the importance of reading. There are many students who are able to read correctly one reading material but are unable to understand the contents of the reading, thus making students' reading abilities lower and reading material that is too monotonous so that students get bored quickly and do not apply the reading continuously.

Based on the situation, the writers are interested to make an English reading material. So this English reading material can be beneficial for students who are going to develop their English mastery. The writers expect that the contents of this English reading material can be support the needs of students to have more materials in reading comprehension. The students can have more materials about reading. The students are expected to have more interests in reading after they have a new reading book designed by the writers, Nambia (2020).

The 2013 Indonesian Senior High School Curriculum places a strong emphasis on the idea that mastering certain types of texts will help students develop their ability to be proficient communicators in interpersonal, transactional, and functional texts. One of the text formats is a descriptive text intended for the seventh-grade pupils who took part in the current investigation. A descriptive text is one that lists the characteristics of a person, object, or location. It indicates that descriptive prose reveals and characterizes a certain person, location, or thing; it says what the subject is like. The descriptive text provides a detailed description of people, animals, and objects as well as information about the subject's characteristics. Noprianto (2017) stated that

introducing descriptive text to language learners as soon as possible is important because when students learn nonfiction genres, they automatically engage with the world outside themselves.

Ruma Bolon can increase people's interest in reading and can be a motivation for every community. Ruma Bolon is a special house for the Batak people. This is a very special traditional house because only certain people are allowed to occupy it. So not everyone can occupy this house. You need to know, that Ruma Bolon is only reserved as residence for kings. Only the king of the Batak tribe can experience living in this special Ruma Bolon. Ruma Bolon has the meaning of big house, because it is quite large in size. The designer of Ruma Bolon is the ancient architecture of Simalungun. This Ruma Bolon also a symbol of the social status of the Batak people who live in North Sumatra.

1.2.The Problems of Study

Based on the background of study above, the reserchers then formulate the reasearch problems as:

1. What is Ruma Bolon folklore ?
2. How to transform the Ruma Bolon folklore become become reading material?

1.3.The Objectives of Study

In relation to the problems of study above, the objectives of this study are:

1. To find out what Ruma Bolon folklore is.
2. To find out how to transform the Ruma Bolon folklore become become reading material.

1.4. The scope of study

In order to limit the discussion of the topic, the researcher then focus only on Batak Toba folklore and the type of reading material which will be design is narrative text.

1.5.The significances of Study

This research will contribute to both theoritically and practically as follows:

a. Theoretically

1. Providing knowledge about Bataknese folkore
2. Providing knowledge about the folklore especialy Ruma Bolon
3. Providing knowledge about teaching materials based on folklore

b. Practically

1. Students; as a new reading material
2. Teachers:as an alternate source of teaching in class
3. Researchers:as a source of references in onducting the related research.