CHAPTER I
INTRODUCTION

This chapter presents some points which are the background of study, research problems, objectives of development, significance of study, specification of the product and definition of key terms.

A. Background of The Study

The evolution of the digital era likes internet affected almost every aspect of modern life. It is commonly found that people use the internet at work, school, and home as well as in public places to communicate, business, pay online, entertainment, and more (Ambad, Kalimin, & Yusof, 2017). Another product of this evolution is digital media. It changes almost aspect works form hardcopy to paperless, and from physical interaction to virtual collaboration (Rahmah, 2015). Most of those changes employ internet connection. By the reasons that the use of the internet connection through digital media in daily routine, then internet is not only a complementary tool but it becomes a primary need in this modern era.

Technology and education are inseparable. In the educational term, teachers also can take the progress of Information and Communication Technology (ICT) to modify their teaching process to enhance students' English competencies through the internet. English teachers should not be left behind of mastering the advance of ICT because it can be a good facility to let students get improvement of English. Coming to 21st century, people are given

overflow data and information explosion. Today, students are highly addicted on the internet in several way such as to get information, making social networking, getting entertainment, doing online shopping and online games, and others. In Indonesia, students with the age of 13-18 years old reach the highest penetration percent to total group age with the percentage is 75,5% (see the figure bellows) (Airlangga, 2018).

Figure 1.1. Indonesia Internet Penetration
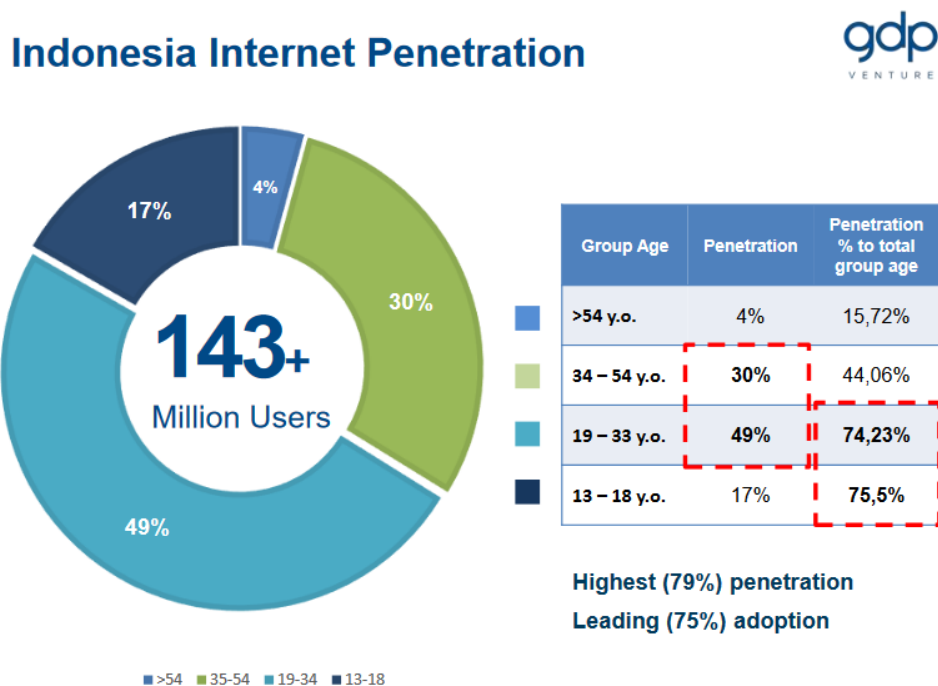
Related to the fact drawn above, the statistics show that Indonesian citizen, especially Indonesian generation Z has already highly adopted digital technology with internet-based digital media accessed through a computer, especially the mobile phone, almost five hours a day. In the other resource, it was stated that students are addicted to everything served by the internet such as playing Instagram, reading news, and searching for academic materials.

Therefore, the access to information through internet can influence students' academic performance (Yebowaah, 2018).

Despite the significance of internet usage to students' academic performance, some of them are using it for non-academic purposes (Olatokun, 2008). Unfiltered access to information impact how students learn and grow now. Probably, more threats are coming from the contents shared through the internet such as cyber bullying and moral-value paradigm shifting. To avoid that probability, teacher as a powerful influencer in school has to do something new in the teaching learning process by using technology. It is in line with (Bahruddin, 2015) that the use of Computer-Assisted Language Learning (CALL) in different situations carries significant potential for the future development of English teaching and learning. The coming of the 21st century leads teaching paradigm into learning paradigm, where teacher-centered has changed into a student-centered paradigm. A teacher is a facilitator now. The student-centered paradigm allows students to get more information and references related to English learning materials.

In teaching learning process, the materials should be based on the guidelines given. There are some guidelines elaborated by government in the form of curriculum frameworks. Following curriculum frameworks, there are syllabus, textbooks, workbooks and any related materials (Ojha, 2016) are prepared for school. The Ministry of Education in Indonesia designs Curriculum 2013 as the newest curriculum in Indonesia, stated in *UU Nomor 20 Tahun 2013; PP Nomor 19 Tahun 2015,* dealing with a set of plans and

rules about the aim, content, course materials that used to reach the goal of national education.

There are four skills in English: listening, reading, writing and speaking. Reading is one of the receptive skills. Through this skill, students can increase their understanding of phenomena and knowledge of the language. Reading is the most important activity since it is used in any classes, not only as a source of information but also as means of extending the knowledge of the language, considering English is the target language taught in Indonesia as a compulsory subject. Moreover, the tenth grade students of Senior High School as the Generation Z students, especially in SMAN 2 Kediri as their first stage in passing this level of education, need to obtain more inputs to explore their reading skills through appropriate materials. The appropriate materials mean that the materials are compatible with students' needs and interests.

To encourage Generation Z students' motivation and gain better result in learning English, exactly in reading activity, the materials should be designed to meet the students' needs and interests. When the appropriate design materials are implemented, the students will realize that learning English is easy and fun. As what was happened in SMAN 2 Kediri, after doing preliminary observation there, it was found by the researcher that the reading activities in this school were uninteresting for some students.

Few studies have developed supplementary reading materials by bringing up a different basis. One of these studies is the study that was conducted by Abdillah, Dewi and Hasibuan (2018) proved that web-based

materials gained positive response from the students and teachers. It is in line with the study that was conducted by Hariadi, Dewiyani, and Sudarmaningtyas (2016) under the title "Development of Web-Based Learning Application for Generation Z".

Based on the aforementioned statements, it is necessary to have reading supplementary materials to support the students' aptitude and interest through the internet using. And using the internet to gain supplementary reading materials for students in senior high school 2 Kediri is the best way, looking at the high interest of students towards handed-tool of internet so that they are highly motivated to learn English. Hence, the study is intended to develop supplementary reading materials through the website for the tenth grade students that well-known as Generation Z of SMAN 2 Kediri.

B. Research Problem

This study wants to develop web-based supplementary reading materials for the tenth grade students of Senior High School in Kediri. Based on the previous description of background of study, the research problem is "What is the suitable web-based supplementary reading materials for the tenth grade students of SMA Negeri 2 Kediri?"

C. Objective of The Development

Based on the statement of the research problem above, the formulated objective of the study is to develop web-based supplementary reading materials for the tenth grade of SMA Negeri 2 Kediri.

D. Significance of The Study

The result of this study is expected to give contributions for the students, English teachers, especially in Kediri, and also the researcher. The contribution intended are explained as follows:

1. For the students

    The development of web-based English supplementary materials for senior high school students is hoped to help students easier to study English by using their computer tool, considering their interest and addiction through internet access.

2. For the English teachers

    Students might be bored to use printed tasks and materials. The English teachers may use the web-based English supplementary materials to develop their ability in teaching English by using innovation way in this modern era. After using this product, they can make the students more enjoy the teaching-learning process.

3. For the researcher

    By doing this research, the researcher can get the experience and knowledge of how to develop something needed by all academician and academic teaching and learning, especially English language teaching and learning in Indonesia for youth.

E. Specification of Product

The study discusses the development of web-based English supplementary materials for the tenth grade students of Senior High School,

especially for reading, and do not develop any other materials for lessons. The output product is a website that focuses on reading comprehension materials dealing with the syllabus of English materials of Curriculum 2013 for the tenth grade students of Senior High School. By combining texts, colorful images visualization, and graphs, the website contains reading materials, reading tasks, and tips of how to comprehend reading skill. Moreover, the website is easy to access through computer or smartphone. Hence, the students will more interest in using this product to supplement their reading activity in the class or outside the class.

F. Definition of Key Terms

1. Supplementary Reading Materials

   The Burke County Board of Education (Ojha, 2016), the US in its selection of textbooks and supplementary materials defines supplementary learning materials as any and all non-textbook resources students and teachers use to facilitate student learning. Examples of supplementary learning materials include, but are not limited to, books, handouts, magazines, newspapers, reprinted articles, software programs, CD's, DVD's, videos, film clips, and recordings. Supplementary reading materials refer to all non-textbook reading materials used in the classroom.

2. Web-based Materials Development

   Developing is the term related to making something larger, more advanced, stronger, etc (Bull, 2008). Developing means making something more acceptable, flexible, and easy to use. In other words, developing

refers to the activity that makes something better and suits to use whoever, whenever, and wherever. In this study, the researcher tries to develop written reading material through coursebook or textbook provided in the school into web-based supplementary reading material. This idea comes from what happens nowadays towards students who belong to Generation Z students that addicted by internet surrounding, especially in SMAN 2 Kediri. The web-based material is the movement of printed materials to a web version (Rudzewitz B., Ziai, Kuthy, & Meurers, 2017) that can be accessed by using internet connection through computer or smartphone.

3. Generation Z Students

Generation Z students are the students those born since 2000 (Jones, Jo, & Martin, 2015). They are the first generation with internet access throughout their educational activity, were born when Google began and in elementary school when Facebook launched. Generation Z grew up surrounded by technology. Tenth grade students of senior high school are categorized to Generation Z students.