

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the study. It gives the general overview of the study. In this chapter consists of background of the study, research problem, research objective, significances of the study, limitation of the study, and also the definition of key terms.

A. Background of the Study

One of English skill that important for students is reading. According to William (1984), reading is a process where one looks at and understands what has been written. However based on the observation which the researcher do in SMPN 3 Kota Kediri, it is found that the students are not interested in the reading material, easy to get bored or less interested to understand the text of reading materials. The text reading material is only able to fulfill the needs of learners who are in the public school.

As mentioned by Ariffin (1992) in her reading material entitled *Anthropology of Poetry for Young People*, reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud. Reading is important in learning second language, a great effort has been given to develop reading skill. Although many ways have been promoted in order to improve reading skill among students, reading is still something that is seems problematic.

Additionally, nowadays Merdeka Curriculum is the newest curriculum from the government of Indonesia, and it is going to be implemented in schools in

Indonesia. The revision or reform of curriculum is commonly conducted, and it is considered based on many factors such as unsatisfied learning outcomes, number of drop-out students, stress level of teachers and students and lack of skills to meet labor market (Gouëdard., et al, 2020). Then the principles of implementation new curriculum must be based on those principles (Muhammedi, 2016). The changing of curriculum in Indonesia has been based on the principles above. However, differently with the latest curriculum in Indonesia, Merdeka Curriculum, the main consideration in formulating this curriculum is to recover educational system in Indonesia that crisis during COVID-19 pandemic (Marisa, 2021).

Teachers have to be selective in using the text reading material that will be used for teaching reading. Combining students' needs and students' interest until using informal selection as an option become consideration in selecting reading materials, because students tend to read something that is interesting for them. According to the observation that is conducted by the researcher before, there are some problems in SMPN 3 Kota Kediri that is related with reading skill specifically about descriptive text. The students feel bored because the text reading material is full of text only. Moreover, the text reading material is incomplete, and do not recover all the material clearly.

Syakur et al. (2020) found that almost all students can feel it including: First, the condition of learning to read comprehension in English learning is more directed to the mastery of knowledge (cognitive) with teacher centered learning. Second, reciprocal teaching learning models that are seen to increase value social values among students are elaborated using peer tutoring methods. The design of

the developed learning model consists of: are: 1) scaffolding, (2) formation and division of tasks in groups, (3) reading exploration, (4) re-scaffolding, (5) presentation of group work results, (6) understanding, (7) reflection and conclusions, and finally (8) formative evaluation. Third, with the aforementioned research that reading needs to be considered and implemented and developed with innovative learning the learner so that the interests and learning outcomes of reading for students are not centralized on instructors and lecturers but can become students centered.

Based on these considerations, the Pancasila student profile consists of six dimensions: 1) faith, devotion to the One Supreme God, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical thinking, and 6) creativity. In this case, students who have a global diversity profile of Pancasila have the spirit to preserve ancestral culture, locality, and identity, while remaining open-minded in interacting with other cultures. Meanwhile, the dimension of mutual cooperation explains that Indonesian students have the ability to collaborate voluntarily so that the activities they undertake can run smoothly and achieve goals for the common good. Lastly, the independent dimension can be explained as Indonesian students being independent learners who are responsible for their learning process and outcomes. A student who possesses the dimension of independence means that they take initiative in self-development and achievement, based on the recognition of their strengths and limitations, as well as the situations they face. They are accountable for their process and results. Students with this dimension are also able to manage themselves (thoughts, emotions, actions) to achieve their personal goals as well as shared objectives.

This study in line with Vera's research (2021) in her thesis entitled "Developing Reading Instructional Module for The First Grade Students for Islamic Senior High School of Manba'ul Hikam Putat Tanggulangin Sidoarjo". Her study focuses on the improvement of students' ability and students' interest in reading comprehension for first-graders at the Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. Her finding revealed that the modul is appropriate to be conducted as a media to support the interests of students in Islamic senior high school of Manba'ul Hikam Putat Tanggulangin.

To support the vision of education in Indonesia and as part of the efforts to restore learning, the Merdeka Curriculum (previously referred to as the prototype curriculum) has been developed as a more flexible curriculum framework, while focusing on essential subjects and the development of character and competencies of students. In relation to the education system in Indonesia, particularly for the academic year 2022/2023, the Merdeka Curriculum can now be implemented. The Pancasila student profile serves as a translation of the national educational objectives. The Pancasila student profile plays a key role as the main reference that directs educational policies, including serving as a guide for educators in building the character and competencies of students. The Pancasila student profile should be understood by all stakeholders due to its significant role. This profile needs to be simple and easily remembered and implemented by both educators and students so that it can be incorporated into daily activities.

Other similar research to this study is conducted by Devina (2019) in her thesis entitled "Developing Character Building based English Story reading material for Indonesian EFL Learners". Her study focused on the support literacy

program of elementary school of grade 4. Her findings revealed that the story reading material is appropriate as a tool to support literacy program of elementary school. The results showed that the reading material received a high average rating of 35.5, indicating it was very good. It aims to develop a character building-based English story reading material for grade 4 elementary school students, focusing on literacy, character development, and English proficiency.

As well as conducted by Tania's study (2019), her thesis entitled "Developing A Story book material based on Character Education for Young Learners". Her finding is the students gave 4,8 as the final score. The result showed that the story book material is very good and recommended to be used as a medium to support literacy program for elementary school. The data indicates that the media is successful in making the students interested in literacy, helping them to mastering the vocabulary, and motivating them to learn English more, particularly reading.

Based on the challenges faced by the students mentioned above, this research can assist them in overcoming difficulties with descriptive texts, especially in this merdeka curriculum where innovative materials need to be created by teachers to improve students' reading skills. Furthermore, this research aims to develop supplementary reading materials, particularly for descriptive texts, that can help students understand the core of the story and capture their attention. With the reasons stated above, this study aims to develop supplementary reading materials for junior high school, specifically focusing on descriptive texts.

B. Research Problem

Based on the background of the study above, the research problem is:

1. How to develop English supplementary reading materials about Descriptive Text for Junior High School Based on Merdeka Curriculum?

C. Research Objective

Based on the research problem above, the objective of this study is to develop English supplementary reading materials about Descriptive Text for Junior High School Based on Merdeka Curriculum.

D. Significances of the Study

The finding of this study is expected to have theoretical and practical significances. Theoretically, this study is going to develop reading knowledge among both teacher and students as well. The teacher can be more creative to teach with variations technique. Practically, this study assumes that English teachers use information as one of the references related to students' strategies for overcoming their difficulties reading English and as a consideration when selecting the appropriate teaching and learning media to develop English proficiency.

E. Design of the Product

The product produced in this research and development is English material. The product descriptions are divided into 2 points as follows:

1. Physical Appearance of The Product

The dimensions of this reading material are 25 cm x 0,5 cm x 18 cm. The size is neither big nor small so it is affordable to hold. The font that will be used in this story is an Comic Sans MS font because it is able to be applied in a reading

material contains the material about descriptive text a few because this text reading material is intended for junior high school students, so they don't get bored reading a text with a comfortable font and picture about the descriptive text. This reading material uses colorful images to build students' interest in reading and understanding the descriptive text related to the merdeka curriculum.

2. Content of the Product

The reading material will presents various characters and the materials about descriptive text that are in accordance with the Merdeka Curriculum. There are goals to be achieved in the implementation of the Merdeka Curriculum. In addition to intracurricular activities with a project-based learning system and the Pancasila Student Profile Strengthening Project. Through these two activities it is expected to be able to develop soft skills and also student character that is in accordance with the basis of the state, namely Pancasila. Then implementing the independent learning curriculum through the Project for Strengthening Pancasila Student Profiles (P5) by raising three themes; namely mutual cooperation, independent and global diversity. Therefore, the product content would be a package of life stories, in order to make it easier to understand.

F. Limitation of the Study

The scope of this study is junior high schools in Kota Kediri. The school is the students of seventh grade in SMPN 3 Kota Kediri. This decision is based on one public school which have literacy program in their school.

Furthermore, the limitation of this research is because of taking much time to develop. Therefore, to obtain a good descriptive text based English

supplementary reading material the researcher should have well-prepared and enough time due to the numerous stages of research and development.

G. Definition of Key Terms

1. Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

2. Merdeka Curriculum

In general, the merdeka curriculum is a diverse intracurricular learning curriculum. Where the content will be more optimal so that students have sufficient time to explore concepts and strengthen competencies.

3. Developing Material

Developing reading material for students is very important. It can be an alternative way to improve the students' English competence, especially to improve their reading skills. Reading skill is also an important aspect in developing the students' competence in English. It can support students to master other English skills.

4. Reading Material

Reading material in class is, without a doubt, the most crucial component because it will provide guidance and familiarity with the teaching method. To complete the learning process, high quality reading materials should foster clear relationships between students and teachers as well as between students themselves.