

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes several things, including background of the study, problem of the study, objective of the study, significance of the study, specification of the product and the definition of key terms.

#### **A. Background of the Study**

Reading skills play an important role in the process of becoming competent in English. Reading is one of the four basic skills in English that is considered the most important (Carrel, 1998). To master reading skill, students need to have text-processing skills, so that students can understand the meaning contained in the text and apply the information effectively. Therefore, reading comprehension of English texts is essential to master reading skills.

In the learning outcomes of the Merdeka curriculum for English subjects for grade seven junior high school, students are expected to understand the use of several types of text, one of which is descriptive text. Descriptive text is text that aims to describe an object in detail. By learning descriptive text, students are expected to hone their critical thinking skills, especially in terms of observing and describing an object. However, not all students can understand descriptive text material well. Research conducted by Alfizan et.al (2024) shows that some students have difficulty understanding descriptive text, and based on the results of observations made by the researcher show that

students who have difficulty understanding descriptive text have low motivation and interest in learning.

Students' lack of interest in learning is often also caused by the lack of fulfillment of the main book provided by schools for teacher to use in learning. In line with the results of research by Ibrahim et.al, (2024) which says that one of the external factors that makes students have difficulty in reading comprehension is the lack of book facilities provided by the school. Based on interviews and distributing questionnaires to students at SMPN 2 Kediri, researcher found that one of the obstacles for students in learning is the lack of fulfillment of the main book and the absence of supplementary material book that can support the main book. The researcher found that students need a supplementary book to support their reading comprehension. Based on the questionnaire distributed, 83% of students stated that they need supplementary material book to help them understand the content of reading texts. Learning by using one learning book without being supported by supplementary book materials or other sources will make it difficult for teachers to explain the material and make it difficult for students to understand the material.

The selection of an appropriate and relevant reading book will help students to understand the material well. In teaching, relying on the main material book alone is not be enough to help the teacher in delivering the material, the teacher needs a supplementary book to support them in delivering the material. A supplementary book can help

teachers provide more varied material explanations. A study conducted by Rezza (2015) entitled “Designing A Supplementary Book of Descriptive and Narrative English Texts Based on Local Wisdom” shows that the use of supplementary book can encourage students to love reading. The content he developed can make students understand descriptive text material easily.

On the other hand, today the world cannot be separated from technology, everyone uses technology as a tool to facilitate survival. As well as teenagers today, smartphones are like their life companions, therefore, with the intention of coexisting with technology, it is not uncommon today for schools to allow the use of technology such as projectors, LCDs and smartphones for teaching and learning activities. Likewise with the policy at SMPN 2 Kediri school allows students to use smartphones in learning activities in the classroom. with this facility, it's a shame if it's not utilized properly. In addition, students have a tendency to like learning with digital tools. Therefore, this research develop supplementary book with digital-based, in addition to utilizing the facility properly, it also serves to increase student interest in learning by presenting material interactively.

Nowadays, many young people forget and do not recognize their own culture. For example, many of them forget the historical heritage in the area where they live, the typical food of their region, and the influential figures in their area. In an effort to encourage the preservation of local culture, the topic of material that the researcher uses in this

supplementary e-book is local culture. The researcher uses topics that contain various cultural heritages found in Indonesia, especially on the island of Java. The theme of local culture is also included in the effort to implement one of the points of the Pancasila learner profile in the independent curriculum, namely global diversity to be incorporated into the learning process.

Referring to the description above, the researcher is motivated to conduct research and develop teaching materials as an effort to provide supplementary learning materials that aim to improve the reading comprehension skills of seventh-grade junior high school students. This research focused on developing a supplementary E-Book published on the heyzone platform with the topic of local culture. The title of the research is “Developing Supplementary E-Book for Teaching Descriptive Text at SMPN 2 Kediri”.

## **B. Research Questions**

Based on the background of the study above, the research questions of the study are as follows:

1. How to develop a supplementary E-Book for teaching descriptive text at SMPN 2 Kediri?
2. How feasible and practical is a supplementary E-Book for teaching descriptive text at SMPN 2 Kediri?

## **C. Research Objectives**

Based on the research question above, the objective of the study are as follows:

1. To develop a supplementary E-Book for teaching descriptives at SMPN 2 Kediri
2. To know the feasibility and practicality of a supplementary E-Book for teaching descriptive text at SMPN 2 Kediri.

#### **D. Significance of The Study**

The results of this research are expected to provide many benefits both theoretically and practically. Theoretically, the development of this supplementary book can provide benefits to teachers in the classroom. This book makes it easier for teachers to explain the material and provide more real examples of descriptive text. Because the examples of material available in this book describe objects that they usually encounter in the surrounding environment, students can more easily describe these objects, and the material will be more easily understood by students. Besides that, this book is supported by pictures that can help students describe objects.

While in practice, this supplementary book can be a supplementary material for students, so that it can support teachers to teach reading comprehension of descriptive text material. So the teachers can implement learning strategies so that learning objectives can be achieved properly.

#### **E. Specification of The Product**

The products expected by the researcher as a result of development in this study have the following specifications:

1. The product focuses on descriptive text material for grade VII junior

high school students.

2. The product consists of three chapters, each covering topics related to the Pancasila student profile, specifically global diversity.
3. The product contains examples of descriptive text provided with the pictures, audio, and quizzes.
4. The product was designed using the Canva application.
5. The product was published in the form of an electronic book (e-book) using the Heyzine platform.
6. The product can also be downloaded in PDF format to facilitate offline use.

#### **F. Research Limitation**

The scope of this research is the junior high school in Kediri city. The research target is the seventh-grade students at SMPN 2 Kediri. The selection of this book is based on the condition of students who need a supplementary E-Book for English learning.

In this research, the researcher limited the scope of the study to focus only on grade 7 junior high school. The researcher chose to observe seventh-grade students of junior high school because, based on all levels at the junior high school level, seventh-grade students are the ones who most often experience difficulties. In the K13 curriculum, English is no longer a compulsory subject for elementary school students and has only become a compulsory subject after the Merdeka curriculum was implemented, which means that when in elementary school, they did not learn English and only learned English again at the junior high school

level. This is what makes students have difficulty learning English. It is for this reason that the researcher chose the seventh grade of junior high school because they are the ones who need this research product the most.

The material in the scope of the study is descriptive text material. Descriptive text is a material studied by seventh-grade students in junior high school and serves as a primary focus. To deliver this material effectively, it is easier to present it by visualizing the objects being described. This is the basic reason for the researcher's decision to develop a supplementary e-book.

#### **G. Definition of Key Terms**

To avoid misunderstanding in understanding this research, the definition of terms that are often found in this research is as follows:

##### **1. Supplementary E-Book**

Supplementary e-book is a digital book created to complement the main learning materials. It serves as a tool to support teachers in teaching descriptive texts. Its main function is to provide supplementary resources for teachers.

##### **2. Teaching material**

Teaching materials are a set of learning tools that contain learning materials, methods, boundaries, and ways to evaluate which are systematically designed to achieve learning objectives. In general, teaching materials include all materials (both information, tools, and text) that are arranged to display the competencies that students will master in the learning process.

### 3. Descriptive Text

Descriptive text is a type of text in English that is used to write descriptions to make them more alive. In this text, the writer can describe something from places, objects, to feelings as clearly as possible.

### 4. Pancasila Student Profile

Pancasila Student Profile is a concept designed by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek). Pancasila Student Profile is a series of character activities that will strengthen students' understanding in facing global competition while still adapting to the values of Pancasila. This concept serves to translate the goals and vision of education into a format that is more easily understood by all education stakeholders.