CHAPTER I

INTRODUCTION

This chapter will present introduction, problem identification, problem limitation, statements of the problem, objectives of the study, specification of the product, significances of the study, assumption, and definition of the key terms.

1.1 Introduction

English is well known as an international language for people from different countries to communicate. It is a language used in science and technologies. It is reflected in the use of English as the main language of books, newspapers, computers, electronic media, business, conferences, airports, music, sport, advertising, and others. Therefore, mastering English is very important for people, especially for the students, they should master four English language skills; listening, speaking, reading, and writing.

Reading is considered as one of the language skills that supporting the development of other skills. As stated by Brown (2001: 313), he believes that reading is treated as one of two or more interrelated skills. It means that reading has a role as a subject matter for the students reading competence that provide opportunities to develop other skills as well.

Reading is also an essential skill for educational and professional success. By reading, students get various kinds of information printed in the form of media. According to Nunan (1991), reading is a process when the reader combining information from a text and their own background

knowledge to build meaning. Although reading is the main part of English skills, the results of research from Kweldju (2001 in Taufik 2014) indicated that the ability of Indonesian students to read English texts was very low. It is still a problem for most Indonesian students although they have studied English from elementary school. Besides that, according to Yeselson (2000 in Taufik 2014) students have problems in reading comprehension, such as they cannot understand the text at all, they misread the text by totally changing its meaning, and they misread the text by taking words and phrases out of context. So this problem makes students become easily frustrated, depressed, and they lose motivation to read because of incomprehension of what they read.

According to Kastaredja, (2008) stated that the results of teaching and learning English in senior high school have not been considered satisfying by parents, professionals as well as university lectures by considering the fact that most senior high school graduates cannot use their English for reading the scientific books or communicate orally. Furthermore, the English National Examination (UN) for senior high school learners is regarded as a hard job. The English test has a lot of reading comprehension tests. This shows that the students need to get lots of portion of learning in order the students can be understood in reading comprehension before the reading English test is done.

1.2 Problem Identification

In accordance with the introduction and based on the preliminary study have been done by the researcher on first grade students of Islamic senior

high school of Manba'ul Hikam Putat Tanggulangin. The researcher conducted observation and survey of the existing module. The researcher gives the students guided questions to identify the weaknesses of the existing module. Several problems related to weaknesses were found. The first problem, the reading module has not an interesting and clear layout. The second problem, the reading module does not provide interesting topics and tasks. The third problem, the reading module does not provide up to date reading topics. The fourth problem, the task in the reading module does not provide clear instructions. The fifth problem, the reading module does not help students to learn more independently. Therefore, the students have low interest in reading comprehension. So that the teachers have difficulties providing and select reading materials that are appropriate for their students' needs. They only use the module from certain publishers and it is a foundation's policy.

Realizing the students' problems above, the researcher wants to solve the problems by developing the reading instructional module to improve students' English reading comprehension. To develop an appropriate reading instructional module which covers the students' need, need analysis is needed to show students' expectation about reading module they want to read. And the researcher also developing the reading instructional modules based on the curriculum. The development of the reading module in the form of the module expects the students can learn independently and actively with a lot of opportunities in the learning process. According to Hutchinson and Waters (1987) stated that the module should have criteria such as it contains

interesting texts, fun activities that involve students' thinking abilities, opportunities for students to use their existing knowledge and skills. In developing this reading module, the researcher adopted the model of development by Purwiyanto (2014). The design is chosen with the consideration that the development model appropriate as a development model to develop the reading instructional module of English.

For those reasons, the researcher wants to develop the English reading instructional module to improve the students' ability and students' interest in reading comprehension.

1.3 Problem Limitation

This study focuses on the process the developing reading instructional module in English as a supplementary in the first semester for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin because the reading module has not an interesting and clear layout, the reading module does not provide interesting topics and tasks, the reading module does not provide up to date reading topics, the task in the reading module does not provide clear instructions, the reading module does not help students to learn more independently. This research is limited only to the process of developing reading comprehension materials without conducting any tryouts on the module because tryouts will be continued in the next research. This research is also limited only to developing reading materials with only doing validating the expert and doing some necessary revision.

1.4 Statements of the Problem

Based on the problem identification, the problems can be formulated as follows:

1. What are the students' needs in the module of reading comprehension?

2. How to develop an appropriate module of reading comprehension for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin in English?

1.5 Objectives of the Study

Based on the statement of the problem above, the objectives of this research are:

1. To know the students' needs in the module of reading comprehension

2. To develop an appropriate module of reading comprehension for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin in English.

1.6 Specification of Product

In accordance with objective of the study, the reading material is accommodated in the interesting reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The reading instructional module is developed based on the students' need. Reading passages with topics that are appropriate for the first grade students are provided in the reading module. The topics are interesting and up to date, such as religion, education, technology, teenagers, and hot

issues. Reading passage is also completed by picture illustration that relates to the topic.

To sharpen students' comprehension, the reading module provides various interesting tasks/exercises such as essay, true/false, etc. To gain the targets of reading comprehension, students' reading skills are also employed in the reading module. Therefore, the students are expected to be able to improve the students' ability and students' interest in reading comprehension. Vocabulary building and group work or discussion are also provided in the reading module.

1.7 Significances of the Study

This study has three significances as follows:

1.7.1 For Teachers

It is expected to help the English teacher to get a variety of activities in teaching reading comprehension in Senior High School.

1.7.2 For Students

It is expected to solve the students' problems in mastering English reading comprehension.

1.7.3 For Researchers

It is expected that the result of the research can be referenced for those who want to conduct research in developing reading instructional modules.

1.8 Assumption

This research was conducted by the researcher under the assumption that knowing the student's needs are very important in the module of reading comprehension. Therefore, the researcher wants to develop an appropriate module of reading comprehension for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin in English.

1.9 Definition of the Key Terms

1. Reading comprehension

Reading comprehension refers to the ability to understand the text, message, or other written materials. It is a process of constructing meaning through interaction and involvement with written material by using word and world knowledge. Meanwhile, McNeil (1992) stated that reading comprehension is a process of using one's existing knowledge to get information from the text in order to know about the meaning.

2. Reading Instructional

Reading instruction refers to how the students learn to read from kindergarten to senior grades. It helps the students to acquire strong reading comprehension skills. Meanwhile, Grabe and Stoller (2013) stated that reading instruction aims to develop skilled and strategic readers. Because so many students need to become better readers (e.g., to succeed in English senior high schools, to read textbooks, modules, or journals in the target language for academic or professional purposes, to access information on the Internet).

3. **Instructional reading material**

   Instructional reading material refers to the reading module used in the process of teaching and learning in the first semester for the first grade of Islamic senior high school. It is a written product designed to prepare students to improve their reading comprehension.

4. **Material development**

   Material development refers to the process of developing of reading instructional module based on needs analysis. The reading module is developed to fulfill the students' needs in reading comprehension. The validation of the module is gained from the experts. The model of development is adapted from Purwiyanto (2014), starting from identifying the problem, conducting needs analysis, writing the materials, expert validation and revision, and final product.