

CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, the research questions, the scope, the purpose and the significance of the study. The explanations of these parts are presented below

1.1 Background of the Study

English subject in Indonesia is included as a local content subject. Based on Indonesia ministry policy number 81a year 2013 stated that English as a local content subject is important in consideration with: *“Meningkatkan penguasaan Bahasa Inggris untuk keperluan peserta didik dan untuk mendukung pengembangan potensi daerah, seperti potensi pariwisata.”* The purpose of local content subject for elementary school is *“Pendidikan muatan lokal berorientasi pada upaya melestarikan dan mengembangkan budaya lokal dalam menghadapi tantangan global.”*

Among the four skills existed in English, reading is consider as the important skills which prelude the speaking and writing skills (Scott and Ytreberg, 2004). Reading becomes the main source of expanding and strengthening the language as students become better in the foreign language (Scott and Ytreberg, 2007). Reading is one of the literacy skills which have to mastered in order to engage in society life because it is part and parcel of everyday life for children and adults and life is full of different sorts of written text (Cameron, 2001). Reading words is foremost need to

enable students in receiving information from the textbooks provide in school (Sunardi, 1997). Understanding reading is crucial for children's educational development; reading can develop their grammatical patterns and recognize the syntactic pattern so their reading becomes meaningful (Cameron, 2001).

Although comprehension is the ultimate goal of reading, children still found it difficult to accomplish this goal. Reading comprehension is not a simple matter of recognizing individual words, it is a process of integration across a range of sources of information, from the lexical features through to knowledge concerning events in the world (Nation, 2004).

Indonesia students found it is hard to understand the English text (Jaya, 2014). It may cause by lack of reading interest and reading skill (Hamra & Syatriana 2010 cited in Jaya 2014). The quality of reading skill may affect by the textbook used by the student. This claim is proved by Sunggingwati and Nguyen (2013) finding that shown the questions in the textbooks only required immediate answers easily located in the passage. As a result, the final stage of high-level understanding did not eventuate.

Moreover, the study by Rachmajanti et al (2014) showed that there were several problems faced by the young learner students. Firstly, there were no reading materials that fulfill the need of elementary school students which suit the Indonesian context of learning English as a foreign language. Secondly, the available

instructional materials in the market are commonly produced by the foreign writers and publishers which are not suitable for the students. Thirdly, the language expressions used in the market production do not match the students' level of English ability. As a result, the young learner students may have some problems in getting the suitable materials that can facilitate them in enhancing their competencies in learning English. Therefore, needs-based supplementary reading materials in English for elementary schools are unavoidably required.

In designing the supplementary reading learning materials, it is important to analyze the target situation by considering the learner needs and characteristics by asking a very wide range of questions from general to specific and theoretical to practical (Hutchinson and Waters, 1987). Teachers have to know their learner well to connect the learner with the learning material so it becomes relevant, interesting, motivating and especially, meeting individual specific needs (Howard and Major).

Since learners' characteristic is one of the considerations in designing syllabus and learning materials, the researcher has found the way for teaching reading from the previous study which is relevant to Young Learner. It mentioned that song, story and game are widely accepted as the effective methods for teaching reading for YL (Ali et. al, 2011; Miller and Pennycuff, 2008; Millington, 2011; Rasinski, 2008; González, 2010; Sigurðardóttir, 2010; Vojtková and Žigárdyová, 2006). These studies have shown how song, story and game enhance reading skill.

To conclude, concerning the case happened in Indonesia, the researcher proposed to conduct the needs analyses of the fourth grader on designing the supplementary reading material through multiple sources; existing material, interview and questionnaire.

1.2 Research Questions

In response to the research background, the researcher found one research question “*what are the fourth grader students’ needs on supplementary reading material?*” and will find the answer of the research question by these specific questions:

1. How the existing syllabus and learning materials are cover students’ needs on supplementary reading materials?
2. How are the teacher’s perceptions of students’ needs on supplementary reading materials?
3. How are the students’ perceptions of their needs on supplementary reading materials?

1.3 Scope of Study

This study will focus on students’ needs analysis on supplementary reading materials by using the multiple sources; the analysis of existing materials, teacher’s perceptions of students’ needs and analysis of students’ perceptions of their needs.

1.4 Purpose of Study

The purpose of this study is to determine the needs of the fourth grader students on supplementary reading materials in SD Islam Al Azhar 19 Pulo Gebang Jakarta Timur.

1.5 Significance of Study

The result of this research is expected to be a consideration in providing the appropriate supplementary reading material for teaching reading in elementary school grade based on the students' needs. It is also expected to be consideration for the institution and teachers of elementary school as the evaluation of supplementary reading material that they organize for preparing better English language learner in the future. Lastly, it is envisaged to enhance readers and other researchers' knowledge concerning supplementary reading material for young learners based on their needs.