

# ENGLISH READING MATERIALS DEVELOPMENT FOR STUDENTS OF SMAN 1 KABANJAHE

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## **Abstract**

Karo Regency is a potential tourism region to visit. It has so many natural beauty and also cultural uniqueness. Therefore, the government should prepare the potential human resources (SDM) to face this potency. One important thing government should prepare is the English materials students learn, in order the students can understand it well, so they can apply it in their daily life in facing the foreign tourists come. However, the materials they use are not appropriate to their needs. Therefore, it is needed to develop the English reading materials for students. Research and Developmental (R & D) is the suitable way to develop the materials. Based on the evaluation, the materials teachers use in educating the students are not appropriate to the students needs. It can be seen from the questionnaires distributed to the students that they need authentic materials. Also from interviewing the teachers and practitioners, it can be seen that students need the materials which are related to their region and daily life. The report text and narrative text materials such as “Persimmon” and “Pawang Ternalem” are the example of appropriate materials to the students because it is representative to their daily life. Based on the results of the study, conclusion and suggestions are directed to the teachers who are teaching in SMAN 1 especially and in Karo regency generally to create the materials based on region culture and potency which will be taught to the students in order the students can understand it well and can apply it in their daily life in facing the tourists come to their region.

**Keywords:** *Development, Reading, Materials*

## **1. Background.**

### **A. Introduction**

In Indonesia, there are many provinces have many tourism sites. As World Tourism Organization (UNWTO, 2007) surveys that Indonesia is in the 39<sup>th</sup> position Country that has more visitors. In 2012, Indonesia was visited by 4.9 million tourists. It is because Indonesia is a tropical country so that it has many beaches, forests, mountains, lakes. And also Indonesia is a multicultural country which has many cultures, arts, characters, historical building and others. Especially to North Sumatera Province, it is a province which also has many tourism sites. Nature view which is located in almost all areas are the object which are most visited by visitors. And one of the regions which has amazing nature view is Karo.

To balancing those needs, the Karo's government should do some strategies to prepare their human resources to face this problem. Government must take some potential strategies to prepare their SDM to know their regions well. One the most important thing they must do is preparing the students to have influence English both active and passive.

Specifically for tourism, English is very important, because it unites all people from various countries. Many tourists from various countries visit one tourism are which has different language to the visitor's language. Therefore, English should be used as a unity language.

But as author's observation, the strategies that government doing are not suitable to the students. It can be seen from the curriculum they use. Specifically for senior high school, the English materials they use are not proper to students need. The materials they use are the same to other regions materials. Materials they use are same to the material students use in town area such as Medan. It is can be seen by the books that government distribute to the schools for students handbook.

Specifically in SMAN 1 Kabanjahe writer observed in some previous months (2013), the English reading materials they use is the same to other schools in other regions. It is seen by the book the teacher used which is distributed by the government (Dinas Pendidikan) academic year 2012-2013. There is no material in their books which are representatives to their needs about agro tourism. Specifically in reading material, there is no even materials which are representative to agro tourism. The book they use is “English for Advance”, which is published by Grafindo in the middle of 2012.

Otherwise, materials taught are recorded overall in curriculum, in Indonesia applies KTSP as the script in teaching learning process and this curriculum is designed and developed based on National Education System (Mandiri, 2006:53) argued that:

“National education functioned developing the ability to form character and the civilization life of the nation, aimed of the nation, aimed at development of potential learners in order to become a man of faith and pious to God almighty, precious, healthy, have learned, accomplished, creative, independent and become citizens of a democratic and responsible”

Related to the fact, the English reading material must be designed based on potency region, so student can thoroughly understand the word used. Direktorat Pendidikan Tinggi stated that curriculum 2004 compels the education developing administrator to develop the material based on region's need and potency. It has been traditionally supposed that the language presented to learners should be simplified in some way for easy from access and acquisition. Nowadays, there are recommendations that the language presented should be authentic (Shepherd, 2004).

As a tourism area, the curriculum they use should be representative to their needs. The curriculum they use should most about agro tourism, especially in reading texts used. Therefore, the government should integrate the English reading materials particularly narrative and report text based on agro tourism, so it is balance to their needs, in order, the students can understand about their area well and have good ability in English so they can be

engaged to the visitors who come to their region. The texts used in their book most about west story. The stories such a stale in Europe for narrative text and grapes for report text, are texts that is not proper to their knowledge. They do not know about the object of the text so the students are not interested to learn about it. It is supposed that the schemata assumed by writer is not the same for each students.

Moreover, from the teacher's documents said that the students' reading average scores is 5.50 in semester one at ten grade, and 5.55 at grade ten, in second semesters. The score shows us that students' ability in reading is still low and there is a gap between expectation and fact, because the teacher expects that the scores of students are 7.00 as stated in KKM of SMA N 1 Kabanjahe.

It can be guessed why their scores in reading are low. Their schemata in comprehending the reading materials cannot be enlarged because the reading materials available are not interesting them. It is assumed that the materials used are not near from students' enviroment. It means that their knowledge about their region will not be developed. It is because the material is not suitable to their needs. It may causes the students will not understand about their region well.

## **B. The Problem of the Study.**

Based on the background of the study above, the writer makes the identifications of study as:

1. What reading materials are suitable to the students of SMAN 1 Kabanjahe which is matched to their region's culture and characteristic?
2. How to design English reading materials which is suitable to the needs of students of SMA N 1 Kabanjahe?

### **C. The Objective of the Study**

The objectives of the study are:

1. To develop authentic reading materials based on students' need-region's culture and characteristic.
2. To design English reading materials which is suitable to the needs of students of SMAN 1 Kabanjahe.

### **D. The Scope of the Study**

The scope of the study is developing reading materials based on North Sumatera's culture and characteristic, especially at Karo. It will be applied for the first grade of senior high school. And the skill that will be concerned is reading comprehension, especially in report and narrative text.

### **E. The Significances of the Study**

Findings of this study are expected to provide information which may have theoretical as well as practical value for English teachers.

Theoretically, the findings of the study later will add some new theories and information in the area of developing English reading materials. Meanwhile practically, the findings become source of reference for the English teachers especially in Senior High School in their attempts to develop the materials in English material.

The techniques and activities used by the English teachers from this study are also expected to enrich the students' motivation in learning English. Briefly, this investigation can enlarge the teachers' view regarding the current issues, especially developing reading materials in teaching English.

## **2. Theoretical Framework.**

### **A. Reading Comprehension**

As defined by Perfetti, Landi, and Oakhill (2004:232) reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader’s mind (Yale, 2008).

Yale (2008) states that comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is the process of using one’s existing knowledge to interpret text in order to construe meaning. Although writers structure text for their purposes, readers must interpret what they read and must arrive at their own construction of what the text means. Comprehension includes understanding the information in the text as well as changing the knowledge one used to understand the text in the first place.

### **B. Reading Text.**

#### 1) Narrative Text.

Pardiyono (2008:93) stated that narrative text is a text which contains about story such as fiction, nonfiction, tales, folktales, fables, myths, epic, and its plot consist of climax of the story (compilation) then followed by the resolution. Furthermore, a narrative text is a text amuse, entertain and deal with actual or vicarious experience in different way and deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds o resolution.

## 2) Report Text.

Pardiyono (2008:271) stated that report is a text which presents information about something, as it is. It is as a result of systemic observation and analysis. A report text is to describe generic participants. It means, a report text is giving description of general classification of things, and not a thing in particular condition.

### **C. Authentic Material.**

Shepherd (2004) stated that using authentic materials is one of a imaginative and motivating higher level course, but rarely features at levels lower than intermediate. There are several reasons for this, primarily a kind of fear that students will panic when faced with language that is largely unfamiliar, and a feeling that to prevent this the language should be edited to the students' level. This is an unnecessary fear, as using authentic materials can be rewarding and stimulating for both teachers and students.

In addition, Berardo (2006:64) stated the main advantages of using authentic materials in, those are:

- 1) Having a positive effect on student motivation
- 2) Giving authentic cultural information
- 3) Exposing students to real language
- 4) Relating more closely to students' needs
- 5) Supporting a more creative approach to teaching.

### **D. Needs Analysis**

Feez 'et al' (2003) argued that in designing a course of study, the teacher would be involved in three main idea of decision making:

- ❖ Analyzing learner needs and monitoring learner progress
- ❖ Selecting what needs to be learnt

- ❖ Sequencing the elements of the course to make learning as effective possible

### **3. Research Method.**

The research was conducted based on educational research and development (R & D). R & D is one of research design aimed at developing and validating educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc. (Borg & Gall, 1983).

This research was conducted by following five phases of R & D: (1) analyzing existing syllabus, existing reading materials, and students' needs to identify problems, (2) reviewing the theory of principle of effective reading materials, (3) designing syllabus and reading materials, (4) validating new reading materials to the experts, and (5) revising new reading materials as suggested by expert.

The instruments of data collection are:

- 1) Questionnaires: The questionnaires were administrated to students. This step handled to get the data from the students about their interesting in English and what are their problems in learning English, specifically in reading materials.
- 2) Interview: Semi structured interviews session will be held to students and practitioners. Interview has function to get data from the students about their interesting in English and what their problems in learning English reading materials given, and to get data from the practitioners, whether the reading materials matches to the students' needs or not.
- 3) Observation. Observation has function to find the problems of the students in learning the reading materials.
- 4) Document. Document has function as the tools to collect the data.



Furthermore, the steps of developing materials are (Borg & Gall, 1983):

- 1) Gathering the information about target needs by sharing the questionnaires to the students of State Senior High School One (SMAN 1) Kabanjahe
- 2) Analyzing the learning's needs of the students
- 3) Reading the other courses which are taught in the first semester
- 4) Developing the materials according to the result of need analysis based on the students' needs
- 5) Revision
- 6) Providing draft
- 7) Triangulations (Experts)

#### 4. Discussion.

The needs of the students can be seen from the responds of questionnaires and interview given to the students. Based on the questionnaires and interview given to the students, it was obvious that students need English focused on reading skills (56.6%), followed by speaking (30%) as the second priority respectively. For more detail, it is shown on the table below.

Table 1. The Students' Needs of Language Skills

No	Language Skills	Total Response	Percentage
1	Reading	17	56.6
2	Speaking	9	30
3	Writing	2	6.67
4	Listening	2	6.67
	Total	30	100

With reference to the collected data, it is obvious that the students need to learn English in order to be able to communicate in English in their daily life with tourists come to

their region. The data from the questionnaires, interviews, and documents such as lessons taught in Senior High School especially in first grade class, reading texts based on their regions characteristics are the students' needs to focus in mastering English.

The writer obtained the data which show that the students needs on reading understanding and speaking ability and other language skill writing. The students need to learn vocabularies related to their region to balance their knowledge and simple expression in relation to the surrounding place as well as their needs when communicate to the tourists come to their region.

### A. Material Evaluation.

There are two kinds of evaluation for the materials of the students. To be more detail is explained on the table below.

Table 2. Evaluation of Existing Materials

Evaluation	Criteria	Fulfilled (√) or Unfulfilled (x)
External Evaluation	Involving students' lives	X
	Proficiency level	√
	Contextual materials	X
	Appropriate to curriculum (KTSP)	√
	Integrating Language, learning process, And learners	X
Internal Evaluation	Skill presentation in materials	√
	Integrated skills	X
	Relationship of tests and exercises to learners needs and what is taught	X
	Suitable for different learning style	√
	Motivating both students and teachers	X
Overall Evaluation	Usability (based on curriculum)	√
	Adaptability (modified for local circumstance	X

After evaluation of the existing materials, it was conducted that there is a need to develop teaching materials because the existing materials have not fulfilled most students' needs. Concerning on points that have not fulfilled, the authentic materials is develop to fulfill students' needs on materials involving students' lives, contextual materials, integrating language, learning process, learners, relationship of test and exercise to learners' needs and what is taught, motivating both students and teachers, and adaptability. In brief, developing authentic materials needs to be done to fulfill the students' needs.

## **B. Developing Materials.**

### **1. Developing Materials**

After getting the information about students' needs and doing the evaluation, it is needed to develop the materials. The writer has to identify the characteristics of the students for whom the materials are being written and then how the first draft of the instruction has been chosen.

A common problem in developing materials for specific purpose is the relationship between the teacher and the learners. The teacher has to have a good understanding of the interest and motivation of the students.

### **2. Draft**

In developing materials, a developer needs to prepare the first draft of the instruction for every possible medium. It will be assumed that printed text version of the instruction will be developed.

Dealing with reading text, writing draft can be done by two ways. First, the material is taken from any sources, and then it is simplified in term of vocabulary and complexity. The second one is the materials are written by the research himself. Concerning with the research the researcher did the first way, that is adopt and adapt the materials.

Kabanjahe is a cultural region. Kabanjahe has one original society, Batak Karonesse. So the Karonesse has some original fairytales which told generations by generations. Pawang Ternalem is a sample tale that is well-known in Kabanjahe. Moreover, Karo is a agro tourism region. Almost all citizens there are farmers, and persimmon is one of farmers' product. Therefore, persimmon is a sample object that is well-known in Kabanjahe.

In this developed material, *Pawang Ternalem* and *Persimmon* are created. These materials are chosen because those are very close to the students' daily life. Pawang Ternalem is a cultural tale of Karo, so that students are familiar with this story. In addition, persimmon is a local fruit of Karo, which is why students are familiar with this object. Therefore, narrative and report reading text about Pawang Ternalem and persimmon are needed to be created (see in appendices).

### 3. Revision

The materials which have been developed have to be revised in order to give a better quality to the instruction.

Authentic materials in point 2 are modified and simplified in terms vocabulary and complexity. Therefore, if we related to the taxonomy bloom, students at senior high school should be able in evolution level in cognitive domain of taxonomy bloom, and it will be in third level of reading comprehension that is applied. Such the question at Pawang Ternalem narrative text *Is the information organized-well to follow, why? And how is the text useful in your environment?* In answering this question, students need to correlate the text and the environment around them, because the answer is not stated in the text. It is needed to give those questions in order the students can develop their schemata about their region.

#### 4. Final Draft

In revising materials a material developer has four kinds of basic information available, namely students' characteristics and entry behaviors, direct response to the instruction including test and attitude test, post test performance, and responses to an attitude questionnaire, so that the developer gets the final draft. Moreover, the materials developed above have fulfilled those four kinds of basic information.

#### 5. Triangulation by Expert

In revising materials a material developer has four kinds of basic information available, namely students' characteristics and entry behaviors, direct response to the instruction including test and attitude test, post test performance, and responses to an attitude questionnaire, so that the developer gets the final draft. Moreover, the materials developed above have fulfilled those four kinds of basic information. The materials developed finally should be discussed with the expert so it can be determined, whether it has been proper or not. The final draft has been discussed to the expert, Drs. J. Sembiring, M.Pd, a staff of Planning Affair Dinas Pendidikan Kabupaten Karo, and now it is ready to use.

Those revisions by experts include; the usage of the materials, vocabularies usage, relationship to the students daily life, and updated, whether it has been proper to the students or not. After discussed to the experts, the expert has agreed the new materials created and he said that it is ready to use.

Few days after created, the materials are tried to given to the students by the teacher. Practically, almost all students understand it well. Therefore, the triangulation has been succeeding.

## **5. Conclusion and Suggestion**

### **A. Conclusion**

The existing reading materials are too general and inappropriate for the students in Karo because the materials are not related to the students' needs. Students prefer to learn English in their context of study. They need to learn English based on their needs, so they are interesting to read and motivated to learn because they are familiar to the materials.

New English reading materials are developed in order to find the appropriate materials for students of SMAN 1 Kabanjahe. Authentic materials that will be given or taught to the students are required in order to build the real context of text which benefit to them because the authentic materials show them the real situation which they face in their daily life.

### **B. Suggestion**

#### **1. Teachers**

Teachers should consider the needs of the students in order to be able to develop the materials based on students' needs. As the key of teaching-learning process, teacher should create own materials which is suitable to the students' needs, because the materials in the book are not suitable to the students' needs.

#### **2. Institution**

The institutions should supervise the teachers they have in using the materials the teachers use. Institution also have to distribute the books to the schools which are suitable to the regions needs, in order the students can understand the materials well so the students can apply it in their daily life.

### 3. Other researcher

It is finally suggested that other researchers should conduct further studies on developing reading materials, which has a very close reference to the students' needs.

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## APPENDICES

### Pawang Ternalem

Long time ago in Tanah Karo, baby born but caused his/her mother died was an unwanted thing. Baby born caused died of his/her mother was regarded as an unlucky thing comes or called “tendi nunda”. So, if a baby but his/her mother died, he/she will be thrown away or killed.

The way to kill the baby was put the baby below the mother’s corpse, and the mother will be ousted so the baby will be died squeezed. Or another way to kill the baby, he/she was put in a pigsty, so the baby will die trampled by pigs.

One day, a baby was born and caused his mother died. Response to the thing, the society wanted to kill the baby by put him into pigsty. After put him, the society let him alone, hoped the baby will died himself.

But after leaved, a pastor came and see the baby. He took the baby and treated him without known by the society. He named the baby Ternalem.

Months to months, year to year, Ternalem grow up be a smart boy. He was also a good friend for his society. He helped everyone who have problems and difficulties. He was very kind to every people.

One day, a disease outbreak attacked his village. Everyone got ill linger. The disease also attacked pregnancy mother. The mothers in village felt so sick and could not give born. Every traditional healer has been called, even from out of village and region, but could not cure the society.

Ternalem came to the societies who were sick. Within the knowledge from his teacher the pastor, , he tried to treat the society.

Fortunately, he could treat the society and everyone got recovered. People thanked to him and and give him name as Pawang, Pawang Ternalem. After that, Ternalem explained that he was a baby who would be discarded and killed by his society because he caused his mother died.

Since the moment, everyone start to forget that baby caused mother died is not a fardel. Baby born caused the died of the mother was just a disease which mother could not defend on it, not because a fardel.

Finally, Ternalem become a popular traditional healer. The society called him as Pawang Ternalem.



## Persimmon

Persimmon is a delicate oriental fruit which is native to China. It spread to Japan very long ago and later was introduced to California during the middle of ninetieth century.

Sweet, delicious persimmon fruits are rich in health promoting nutrients such as vitamins, minerals, and anti-oxidant that are vital for optimum health. Botanically, the fruits belong to the family of *Ebeneceae* of the genus: *Diospyros*. **Scientific name: *Diospyros virginiana*.**

Persimmon is a multi-trunked or single-stemmed deciduous tree, which grows up to 25 ft. in height. They grow best in areas that have moderate winters and relatively mild summer.

Persimmon greatly varies in size from as little as a few ounces to more than a pound. The color of the fruit varies from light yellow-orange to dark orange-red. The entire fruit is edible except for the seed and calyx.

Ripe persimmon fruits are safe for human consumption, including in the pregnant women. Allergic reactions to the fruits are very rare.

Persimmon can be eaten fresh, dried, or cooked. Raw fruits can be cut into quarters or eaten wholesome like an apple. Their flavor ranges from a firm to mushy and is very sweet. Here are serving tips:

- Dried persimmon fruits can be used in cookies, cakes, puddings, salads and as a topping for breakfast cereal.
- Persimmon fruit pudding is a popular dessert which uses fresh fruits.
- Dried fruits are also used as snacks or used in desserts. They are used widely to make the traditional Korean spicy receipt, **sujeonggwa**, while the matured, fermented fruit is used to make persimmon vinegar called “**gamsikcho**”.