

**DEVELOPING LOCAL CONTENT-BASED
INSTRUCTIONAL PICTORIAL READING
MATERIALS FOR TENTH GRADERS**

A THESIS

**Submitted to the Faculty of Teacher Training and
Education in Partial Fulfillment of the Requirements for
the Degree of *Magister Pendidikan* (M.Pd.) in English
Education**

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JULY 2016**

CHAPTER I

INTRODUCTION

This chapter describes the background, the problems of the study, the aims of the study, and the significance of the study.

1.1. Background

Reading is mainly considered as an essential element of language aptitude and the assessment of reading performance is generally used to assess linguistic ability. Even though reading is receptive skill, yet it does not only have important contribution to enrich the knowledge but it is also one of the crucial aspects to make the change in the world and “reading helps readers not just to *do* but also to *be*” (Walace (1992, p. 19). This means that by reading people can do certain actions associated with particular roles.

In the global era, the growing international awareness of the broader social context and the advance of technology support the demand for literate societies. Therefore, being literate is crucial because it does not only enable people in exchanging the information, but also provides the opportunities for lifelong learning (UNESCO, 2006). Accordingly, to enrich literate environments, the references are made even in the terms of document (examples are books, magazines, and newspapers), visual materials (examples are signs, posters, and handbills), or communication and electronic media (examples are radios, televisions, computers and mobile phones).

In relation to the importance of having literate societies, teaching English, especially reading skill in Indonesia has been considered as one of the main English language skills that should be mastered by students. It is considered crucial because it does not only help students get better understanding in other English language skills but it also has close relationship in the success of national examination which most of the test items are in the forms of reading comprehension. Therefore, the success of reading

comprehension in English determines the achievement of English language teaching goal based on 2013 curriculum that is to develop language communicative proficiency in form of spoken and written language. In addition, reading could lead students to be literate, knowledgeable, and capable graduates that could give good contribution on the national development. It is in line with Mustafa (2012) affirms that reading is the postern to the knowledge which could lead Indonesian societies become knowledgeable people and expectantly could reach high standard of welfare and resolve prosperity problem Indonesian people. Reading enables societies to have literacy skill which plays important roles in improving information processing in social, cultural and economic field and having international networks (Education for All Global Monitoring Report, 2006).

However, the fact shows that reading literacy in Indonesia is considered unsatisfactory. Data from Education First English Proficiency Index (EF EPI) (2015) shows that Indonesian adult English proficiency is in the 32nd rank out of 70 countries with the scores only 52.91 and it is categorized as moderate proficiency. Moreover, the data taken from Central Bureau of Statistics in 2011 revealed that the national average of adult illiteracy rate was 43% or 6,730,682 illiterate people and the percentage of illiterate by province, especially for illiterate population in South Sumatera were 2.49% (Ministry of Education and Culture, 2012). in addition, data taken from Education Authorities of South Sumatera Province (2009) showed that the average English score of the National Examination of both state and private senior high schools in Baturaja in academic year 2008/2009, for science program (IPA) was in the sixth rank and for social program (IPS) was in the twelfth rank out of 11 regencies, 4 municipal cities in South Sumatera province.

The data reveal that English language teaching in Indonesia is less successful. The ineffectiveness of teaching English in Indonesia, especially teaching reading deals with some factors which reflect on of students' low reading proficiency. Some of them deal with the class size and process

standard in which most of the total numbers of the students reach more than 40 students in each class and pursuing with a high tendency of teacher-centered learning context that leads on having passive learners (Sujono & Susila, 2013). The other factors concern with some constrictions and resources which are teacher quality, unsolved large class issue, and learning materials which influence students' low reading proficiency (Sahiruddin, 2013).

Furthermore, to overcome problems in teaching and learning process, many studies focused on teaching methods have been conducted. Yet, it is inseparable from the efficiency of teaching materials used in the classroom. Considering this, ironically not all of teaching materials used by the teacher is appropriate enough to achieve the goal. English language teaching materials currently make an important impact to the failure of many learners of English in attaining basic competence in English and in improving their proficiency to use it successfully (Tomlinson, 2008). However teachers, especially teacher of English in SMA Negeri 3 OKU Baturaja, still use it because they do not have to spend much time in preparing their instructions, conversely they ignore their students' needs.

Relating to the fact of teaching materials in Indonesia, the central government through Ministry of Education and Culture has provided English textbooks both for teachers and students. However, the use of equal materials could possibly ignore the local content where the learning takes place and where the students were attracted with the contextual materials as it is part of their life experience (Sahiruddin, 2013). Hence, the materials should include variety of students' sociocultural background. In addition, not all of English textbooks provided by the government have sufficient learning content. Obtained from a research conducted by Pitaloka (2015) there are some weaknesses found in provided English textbook, such as there are some grammar mistakes in the reading texts, the readability of the text is not suitable to the students' reading level, and it does not provide various local content

materials. These facts of course impact on students' reading comprehension achievement.

The problems previously mentioned also took place in SMA Negeri 3 OKU Baturaja, Firstly, there was insufficient English textbook used for teaching and learning process. The teachers and students only used worksheet (*LKS*) as a teaching and learning material. The provided worksheet had insufficient reading passages, especially related to recount texts in terms of readability level of text. Besides, there were also ungrammatical sentences found in the worksheet. Secondly, the available worksheet had lack of local content materials. Moreover, the appearance of the worksheet was in the form of black and white color and it also had lack of interesting pictures. The problems reflected on students' low reading interest which results in students' low reading achievement. It was proved that 88.24% tenth grade students' scores on the midterm test in semester one academic year 2015/2016 were below the minimum mastery criterion. It means that their English reading literacy was generally low.

Furthermore, based on the data from students' needs analysis, it was revealed that the tenth grade students had less motivation and interest in learning and reading English texts. There were 62.9% students stated that their reading competence was bad. There were more than 62% of students felt they did not have sufficient English competence such as vocabulary and grammar. The data also showed that in teaching and learning process the students were commonly taught by using lecturing method. The teachers of English also said that they were busy, so that they did not have time to provide more sufficient teaching materials which related to 2013 curriculum.

Accordingly, one of the alternative solutions to cope with the problems above is by having suitable reading materials that suit to the curriculum and meet the students' needs. It could be students are familiar with the content, such as local content knowledge, in learning materials. It is in line with Irwansyah (2013, p.73), "contextual approaches considering the local features

are believed to be an alternative solution to meet the specific needs of the learners.” Similarly, by cooperating local content into reading text could meet students’ needs and lead students to have desire and motivation in reading (Hoesein, Lekatompessy, Hukom, & Ena, 2014). Additionally, in a study conducted by Pitaloka (2015) also found out that including local content into language teaching materials facilitated students in better understanding in reading texts by which most of the students (90.03%) passed the minimum score that was 72.

Moreover, having students interest in reading is one of crucial aspects that leads students to get better reading comprehension. Thus, in this study the writer used picture as an alternative to have students interested in reading. Pictorial reading material is suitable for all levels of learners and it facilitates students who have little prior experience and knowledge to see the content of the text, also attracts their enjoyment in reading (Fresch & Harkins, 2009). It also assists students with different English proficiency level in understanding the texts and it also enhances students’ interest towards reading (Yunus, Salehi, & John, 2013).

Based on the statement above, it can be clarified that assimilating the pictures into reading materials enable students to have communicative understanding to the text easily, it also motivates and challenges students in reading. Therefore, having interesting reading resources will possibly increase students’ reading interest and facilitate students to have better reading comprehension skill (Syatriana, Husain, Haryanto, & Jabu, 2013) which lead to having better communicative proficiency.

In addition, to ensure how successful individual students had been in achieving the learning objective, the writer also produced a reading group assessment. It was also intended to measure the effectiveness of developed teaching materials. As in Dick, Carey, and Carey (2005), assessment is part of instructional design which was needed to measure learners’ achievement which was parallel to the objective of the study in the instructional materials.

Moreover, in designing the products, the writer also considered the genre of the text based on the syllabus in the second semester of 2013 curriculum. In the syllabus, one of genres of reading materials should be mastered by students was recount text. As a matter of fact, teacher of English never integrated local-content into recount text. Besides, integrating self-experience visiting to tourism resorts in Ogan Komering Ulu (OKU) met the generic structure of recount text. Therefore, in this study, the writer chose recount text as a main genre in developing local content-based instructional pictorial reading materials. The writer would like to utilize those exciting local content in English materials as the effort to fulfill the Indonesian government vision related to 2013 curriculum as stated in Indonesia regulation No. 20 year 2003 article 36 that is curriculum development should be based on the consideration of enhancing the students with local knowledge, evolving the students' skill of socializing with the environments to conserve local identity, and giving a contribution on regional and national development (Permendikbud, 2013).

Based on the aforementioned problems, facts, theories, and previous related studies above, the writer was interested in conducting a study about developing reading materials focusing on recount text and OKU local content which completed by real pictures. Therefore, this current study is entitled "Developing Local Content-Based Pictorial Instructional Reading Materials for Tenth Graders"

1.2. The Problems of the Study

Based on the background discussed above, the problems of the study were formulated as follows:

1. How to develop valid reading assessment?
2. How to develop effective reading assessment?
3. How to develop valid local content-based instructional pictorial reading materials for tenth graders?

4. How to develop practical local content-based instructional pictorial reading materials for tenth graders?
5. How to develop effective local content-based instructional pictorial reading materials for tenth graders?

1.3. The Objectives of the Study

In relation with the problems of the study, the objectives of this study were:

1. to produce valid reading assessment.
2. to produce effective reading assessment.
3. to produce valid local content-based instructional pictorial reading materials for tenth graders.
4. to produce practical local content-based instructional pictorial reading materials for tenth graders.
5. to produce effective local content-based instructional pictorial reading materials for tenth graders.

1.4. The Significance of the Study

Providing sufficient teaching materials should be taken into consideration in teaching reading. Commonly, teachers present provided reading materials because they do not have time and ability to develop reading materials which meet students' needs. Therefore, local content-based instructional pictorial reading materials developed as a result of this study would be valuable firstly for teachers of English as supplementary teaching materials use in teaching and learning process. Secondly, it encourages teacher to develop their own teaching materials for other language skills which involve boarder local content topics including historical, cultural, agricultural, and economical fields.

Further significance, it could help students in comprehending recount texts and lead students to be interested in reading English text, obtaining

information, knowledge, and be more aware about potential tourisms in OKU. Also, it would be an important reference for schools to be more innovative in providing learning materials which are appropriate to students' ability, needs, and reading level which give good contribution on the development of the teaching and learning, school, and graduate quality. Another expectation is this study will be valuable for the next researchers or educators as a reference to conduct other development research in other local contents such as in terms of history, way of life, and culture.

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