

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The role in process of teaching and learning are learning materials, teaching methods, assessments, the students, and the lecturers. As teaching materials are the most influencing, it is vitally important to evaluate the existing teaching materials. Proposes that teaching materials are the vital things used to transfer knowledge from teachers to learners. Materials are the center of instruction and one of the most important influences on what goes on in the classroom. In addition, also purposes that a right selection of learning materials makes teaching and learning process a worthwhile activity that will create an efficient, effective, and meaningful classroom environment. On the contrary, if the materials present are out of students' need or out of students' sociocultural background to which they cannot relate to, then teaching and learning becomes a monotonous activity. The students will have low motivation in studying and will not be active in the class. It is, therefore, the good learning materials that can fulfill the students' need are required.

In English language learning, there are four skills that must be mastered by the students. They are listening, speaking, reading, and writing. From the four skills, reading is a receptive skill which is fundamental to build the knowledge and insight of learners. It is one of the most important skill of all. Nunan, Hedge, Alyousef (in Arifani 2016) states that reading as one of the influential factors in

EFL teaching and learning affords considerable contribution toward EFL learners language development on contextual vocabulary, grammatical pattern, and cultural expose. So, to have the good reading skill, the students must be supported by providing them the well-selected reading materials.

Reading is one of the skills in English that has to be mastered by the students, when they are learning English. Because of that, students have to learn reading as well as the other skills if they want to master English and also reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge.

In teaching and learning processes, teacher should consider the learning materials which are used in the class. Textbook is one of the learning materials which are commonly used. It is kind of printed materials which have an important part in teaching and learning process. Textbook is a main learning materials which is usually used by teacher and students. Textbook also has many advantages in teaching learning process. The advantages of textbook are (1) providing structure and syllabus for a program; (2) helping standard instruction; (3) maintaining quality; (4) providing effective language models and input; (5) training teachers; and (6) being visually appealing. To make students able to achieve the English materials, they need some English materials which have good quality. By learning those quality textbooks, they are to improve their English skill productivity. There are some categories of a good book.

Based on writer's experience in PPL (Praktek Lapangan) Teaching Learning Practice at SMA Negeri 10 Medan, an interview was conducted to the English teacher of the grade ten students in to get the preliminary data. Some questions are give to the teachers. **(See appendix A).**

Considering those facts, localizing the English reading materials will be the best solution. Dar (2013) proposes the localizing learning materials will present cultural values related to each area where the students live so that the students can easily identity and relate to. Localizing English reading materials can be implemented by using local content. According to Maryono (2016), local content in teaching is an activity to develop competencies that are adjust to the characteristics and potency of a region, including the area excellence. Local content material will help the students to be active and feel confident in the class, as what they are learning is something they are familiar with.

This study will focus on developing English reading materials (the text and exercises) based on local content can make students easier and more interest in learning English. These new English reading materials will be totally different with existing one, because the topics are much more familiar to the students so they will be more active in the learning process as what they are going to learn is something that they can easily relate to. In addition, the materials will also be prepare in accordance with the English reading basic competencies that has set by the educational government.

## **1.2 Problem of the Study**

Based on the background above, the problem of the study is “How are the English reading materials which represent the characteristics of students” sociocultural environment developed for grade ten students of SMAN 10 Medan?”

## **1.3 Objective of the Study**

The objective of the study is to develop the English reading materials for students of SMAN 10 Medan which represent the characteristics of their sociocultural environment.

## **1.4 Significant of the Study**

This research can be useful both theoretically and practically to provide information.

### **1. Theoretically**

- 1) The result of to get a new perspective of teaching reading developing materials.
- 2) This result of this study would become one of the models for developing reading materials, based on local content.

### **2. Practically**

#### **1) For the Teacher**

The teacher, especially for senior teachers in Medan, this research can be areference in attempting to develop English reading materials.

## 2) For the Students

This materials developed by the researcher to get more motivation to learn English because they can integrate into their environment condition. This research can also be the reference for the senior school students in Medan who want to read the English reading text that are integrated to their environment condition.

## 3) For Other Researchers

This research can inspire others researchers to be a reference to the next researchers who want to conduct a research about developing learning materials by using the local content.

### **1.5 Scope of the Study**

This study will be focusses on developing English reading materials based on students' sociocultural environment. It will be apply in the grade ten students of SMAN 10 Medan. The skill that will be concerned on is reading. In Borg, Gall & Gall (2003:572) states that three steps of materials development:

#### Step 1. Evaluation and Need Analysis

There are two main activities in this step. The first is evaluating the materials and the second is conducting the analysis.

##### 1) Evaluation

This step is to know the learning activity and environment in SMAN 10 Medan as well as to evaluate the existing English reading materials used by the grade ten students. The source of data in are collect by using

questionnaire sheets and also documents such as syllabus and existing English text book used by the grade ten of SMAN 10 Medan. The data in this step are analysed by using descriptive technique.

## 2) Need Analysis

This step is conducted to know the appropriate English reading materials needed by the grade ten students of SMAN 10 Medan and the teacher as well. In this step, the sources of data are the students and also the English teacher. The data in this step are collected by using documentary sheet, questionnaire and interview sheet. The data are analysed by using descriptive technique.

## Step 2. Designing the Materials

The English reading materials are developed based on the data obtained from the previous steps. The materials writing follows the principles of developing materials based on local content.

## Step 3. Validating by Experts

In order to produce the good, reliable and valid English reading materials, it is important to conduct the validation step. The validation is done by the expert judgement. The expert must meet the following criteria: 1) having good knowledge in education; 2) having good knowledge in ESP; 3) having good knowledge in English language learning. To determine the experts, purposive by BSNP (2011) are used as the guidance. The criteria include the content, language, process, layout.

There are two steps in this steps in this stage-validation process and final revision of the reading materials.

1) Validation

In validating the develop English reading materials, the experts judgement are used. The materials are validate in terms of their content, language, process, and the layout. The instrument used to validate the materials are questionnaire consisting a number statements.

2) Final Revision

After developing and validating the English reading materials, they are then revise in order to find out the good, reliable, and valid materials in term of theoretical standards.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In this chapter focusses the based theory of this study and the conceptual framework. The theories deal with the the theory of learning materials, teacher-developed material, so that both reader and writer have same perception.

##### **2.1.1 Learning Materials**

Learning Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be DVD or the internet (Tomlinson, 2001). The Learning Materials can be instructional, experiential, elicitative or exploratory, in that they can inform learners about the language, they can provide experience of the language in use, they can stimulate language use or they can help learners to make discoveries about the language for themselves. Despite the recent „explosion“ of electronic materials most language learning materials are still publish as books. So, the writer conclusion is learning materials will focus on printed materials especially textbook.

In teaching selection of materials for classroom use is very important as materials influence students” achievement. BSNP (2006) states that there are some factors that must be concerned in selecting the materials, they are:



1. Students' potential.
2. The relevance of materials with the region characteristic.
3. Physical, intellectual, emotional, social and spiritual development of students.
4. The implication of the materials for the students.
5. The scientific structure.
6. The actuality of the materials.
7. The relevance to the students' needs.
8. Time allocation.

In addition, Dar (2012), proposes some criteria to be considered while selecting the materials. They are:

1. The materials which are selected must be relevant to the context and culture in which these materials are used.
2. The materials must be adapted to allow students better access. As students may have difficulty in acquiring or getting the important information from written materials, storing or remembering the information or demonstrating competence on written tests. For this adaptation of materials offer a better chance for sustain linguistic growth.
3. There must be a closed blend of local and global materials. It is important to contextualize or localize language and present familiar context to students to ensure better and meaningful learning.

4. Materials must undergo constant evaluations. The textbooks must be strictly evaluate by teachers, as teachers are the best to judge students” needs and interest.

In English language learning, there are four skills that must be mastered by the students. They are listening, speaking, reading, and writing. From the four skills. Nunan, Hedge, Alyousef (in Arifani 2016) states that reading as one of the influential factors in EFL teaching and learning affords considerable contribution toward EFL learners language development on contextual vocabulary, grammatical pattern, and cultural expose. So, the writer conclusion of reading is a receptive skill which is fundamental to build the knowledge and insight of learners.

Further, Farley & Elmore, Johnson, Archibald, & Tenenbaum (in Arifani 2016) assert that critical thinking skills of the learners are boost from reading activity. So, the writer conclusion the above advantages sides of reading this study will focused on developing the reading materials.

### **2.1.2 Materials Development**

Materials developments is both a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation and evaluation of language learning materials. As an undertaking it involves are production, evaluation and adaption of language materials, by teacher for their own classroom and by materials writers for sale or distribution. Ideally these two aspect of materials development are interactive in

that the theoretical studies inform and are inform by the development and use of classroom materials (Tomlinson, 2013). Graves (2000) defines that materials development means creating, choosing, or adapting, and organizing materials and activities so that the students can achieve the objectives that will help them reach the goals of the source.

So, the writer conclusion about materials development is a process do by writers or teachers to create information used for language learning process to reach the goal. Relate to the materials development, Tomlinson (1998:3-15) purposes some principles as follows:

1. Materials should achieved impact. Impact is achieve when materials have a noticeable effect on learners that is when the learners" curiosity, interest, and attention are attract. If the impact is achieve, there is a better chance that some of the language in the materials will be take in for processing.
2. Materials should helped learners to feel at ease. Materials can help the learners to feel comfortable in a number of ways:
  - 1) By providing lots of white space than lots of different activities that are crammed together on the same page.
  - 2) By providing texts and illustrations that the learners can relate to their own culture than they are with those which are culturally exotic.
  - 3) By giving help learners to learn than always testing the lerners.
3. Materials should helped learners to develop confidence. Materials developers can design activities which try to „push“ learners slightly

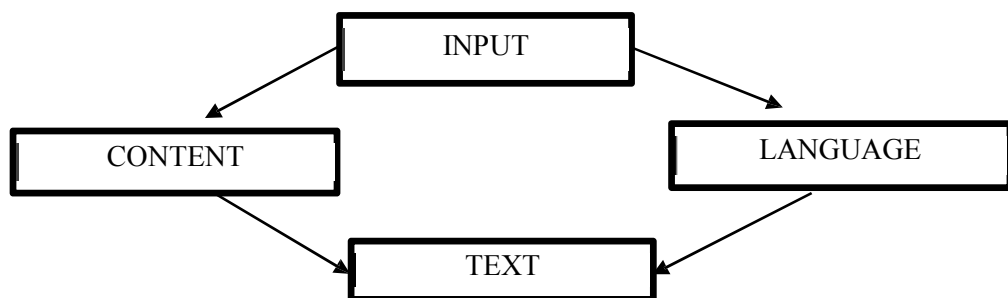
beyond the learners' existing proficiency by engaging them in tasks which help the activities that encourage the learners and to develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative or being analytical.

4. Materials should be required and facilitate learner self-investment. Here, materials can help the learners to achieve their self-investment by providing them with choices of focus and activity, giving them topic control and by engaging them in learners-centered discovery activities. Other ways to achieving learner investment are involving the learners in mini-projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them.
5. Materials should provide the learners with opportunities to use the target language to achieve communication purposes. Teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned.
6. Materials should take into account that learners differ in affective attitudes. Each class of learners using the same materials will differ from each other in terms of long and short term motivation of feelings and attitudes about the language, their fellow learners and their learning materials, and of attitudes towards the language, the teacher and the materials.

7. Materials should permitted a silent at the beginning of instruction. A silent period can facilitate the development of effective internalize grammar which can help learners to achieve proficiency when they eventually start to speak in the second language. The important point is that the materials should not force premature speaking in the terget language and they shall not force silence either.

### 2.1.3 Material Design Model

It is possible for students to reach the goal of language teaching and learning as long as the supporting aspects needed in the course are available. The research develops the materials in order to provide a coherence framework for the integration of the various aspect of learning by using the model proposes by Hutchinson and Water (1987:108) which is illustrate on the figure below:



**Figure 2.1 Material Design Model (Hutchinson and Water, 1987:108)**

As the diagram describes, the model consist four elements:

1. Input: The input can be in the form of may be text, dialogue, video recording, diagram or any piece of communication data, depending on the needs. The input provide the number of things: 1) stimulus materials for activities, 2) new language item, 3) correct model language use, 4) a topic

communication, 5) opportunities for the learner to use their skill, existing knowledge both of the language and the subject matter.

2. Content focus: Language is not an end in itself, but a means of conveying information and feeling about something.
3. Language focus: In language focus the learner have the chance take the language piece, study how it works and practice putting it back together again.
4. Task: The ultimate purpose of the language learning is language use. Materials should be design to lead a communicative task in which learners use the content and language knowledge they have build up through the unit.

#### **2.1.4 Materials Evaluation**

Hutchinson and Waters (1987:97) states that materials evaluation is a matching process which means matching your own analys needs with available solutions. So, the writer conclusionis helpful to match solutions for problems that occur on the level of materials. There are four stages in material evaluation in Hutchinson and Waters (1987:97), which are:

1. Defining criteria. In the first stages, the teacher has to set his goals for a specific material.
2. Subjective analysis. In this stages, where developing and testing the course in terms of materials requirements.

3. Objective analysis. In this stages, where the teacher focuses on the aims of the material itself.
4. Matching. It occurs when investigating the problems on the level of both subjective and objective analysis and trying to remedy them through adapting content or methodology.

The writer conclusion according to the theories about materials evaluation above, the preliminary efforts to start a materials evaluation is defining the criteria. The study uses the criteria which are propose by BSNP (2011) as follows.

- 1) The appropriateness of the content of the materials

The appropriatness of content is determined by the completeness, the depth and the accuracy of the materials. In addition, the materials should refer to the most up data sources.

- 2) The appropriateness of the language used in the materials.

The language used should be appropriate to learners" proficiency levels, understandable, and acceptable. Moreover, the text within the materials should be coherent and represent the integration of ideas.

- 3) The appropriateness of the methodology

This item refers to the presentation of the materials. It includes gradingand sequencing the task within the materials.

- 4) The appropriateness of the layout of the material

The layout covers the description of fronts, text size, and the consistency of illustration.

### 2.1.5 Reading

Reading is important not only in language skill and determine academic success, but also for completing certain task. Therefore, it is obligatory for students to have good reading skills. Berardo (2006) argued that reading means different things for different people, for some it is recognizing write words, while for others it is an opportunity to teach pronunciation and practice speaking. Reading can have three main purposes, they are: for survival, for learning and for pleasure. Reading for survival is consider to be in response to our environment, to find out information and can include street signs, adversiting, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast reading for learning is consider to be the type of reading do in the classroom, and is goal oriented. While reading for pleasure is something that does not have to be do. So, the writer conclusion is something that we do everyday and generally assume to be something that everyone can do.

In addition, Pang *et al*, (2003) proposes that reading is about understanding write texts. It is a complex activity that involves both perception and think. Word recognition refers to the process of perceiving how write symbols correspond to one"s speak language. Comprehension is the process of making sense of words, sentences and connect text. So, the writer conclusion is readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand write text.



Nunan, Hedge, Alyousef (in Arifani 2016) states that reading as one of the influential factors in EFL teaching and learning affords considerable contribution towards EFL learner language development on contextual vocabulary, grammatical pattern, and cultural expose. So, the writer conclusion of reading is a receptive skill which is fundamental to build the knowledge and insight of learners. So, to have the good reading skill, the students must be support by providing them the well-selected reading materials.

### **2.1.6 Reading Materials**

Reading is about understanding write texts. It is a complex activity that involves both perception and think. Reading consist of two related processes, namely word recognition and comprehension (Pang, *et al* 2003). In addition, E.S.R.C (Economic & Social Research Council) explains that comprehension is the goal of reading. Succesful comprehension enables readers to acquire in formation and to achieve academic succes. So, the writer conclusion of reading materials is selecting the good reading materials for students is a must.

According to Depdikns and BSNP (in Firdianti 2013) there are fourteen main criteria when choosing reading materials to be used, as follows:

- 1) The reading materials are based on the English basic competences.
- 2) The reading materials are integrated with the writing materials.
- 3) The reading materials contain several examples of genre or the other discourse.

- 4) The reading materials and/or exercise are sequence based on the level difficulty (from easy one to difficult one).
- 5) The reading exercises train the students to enhances the reading skill.
- 6) The reading materials include knowledge that supports the students" skill and life-skill.
- 7) The reading materials consider aspect of gender, ethnic, religion, race, technology, and group.
- 8) The objective of reading materials are presented in each chapter..
- 9) The reading materials are presented logically and well ordered.
- 10) The reading exercise are relevant with the reading materials.
- 11) The reading materials in chapter one are integrated with the other materilas in the same unit.
- 12) The reading materials vocabularies are presented based on the students" grade.
- 13) The reading materials in one chapter are strengthen are integrate with the other materials in the different chapter.

In senior high school, the reading materials include reading texts, exercise, this research will focus on developing reading texts and exercises.

#### **2.1.6.1 Reading Text**

Nuttal (in Breardo 2006) explain that there are three are three main criteria when choosing texts to be used in the classroom, they are suitability of content,

exploitability and readability. Suitability of content can be considered to be the most important of the three, in that reading material should interest the students as well be relevant to their needs. The texts should motivate as well as. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can be exploited for teaching process has no use in classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the level for the right students. So, the writer concludes that to develop the students' competence as readers and should interest the students as well be relevant to their needs.

#### **2.1.6.2 Reading Exercises**

As defined in Meriam Webster dictionary, exercise is something performed or practiced in order to develop, improve, or display a specific capability or skill. Crawley and Merritt in Pratiwi (2014) explain that there are five types of reading exercise, they are:

1. Identifying for details or facts; this type of exercise identifies the small or specific parts of the passage.
2. Recognizing main idea; this type of exercise expresses the main idea of the passage.
3. Identifying cause-effect relationship; this type of exercise may be directly stated or implied.

4. Making inference; this of exercise shows the process of reaching a conclusion based on the facts or premises. During the inferential comprehension, students must make hypothesis by combining what the author has write in the text with their own background information.
5. Critical reading; this type of exercise means the process of making evaluation or judgement about the passage. It is the highest level of reading exercise.

In addition. Day and Park (2005) explain that there are five forms of reading comprehension questions. They are:

1. Yes/no questions

Yes/no questions are simply question that can be answer with either yes or no. This is a common front of comprehension question, but it has the drawback of allowing the students a 50% chance of guessing the correct answer. So when using yes/no question, it is recommend following up with other forms of questions to ensure that students has understand the text.

2. Alternative questions

Alternative questions are two or more yes/no questions connect with or for example, *does describe about the singer or the song?* Similar to yes/no questions, alternative questions are subject to guessing, so the teacher may want to follow up with other forms discusses in this section.

### 3. True or false questions

True or false questions are found frequently in commercially available materials, there is a potential danger in relying exclusively on them. As with yes/no questions, students have a 50% chance of guessing the correct answer. Teachers may simply accept a right answer, failing to ask why the answer is correct or the distractors (the wrong choices) are not correct.

### 4. Multiple-choice

Multiple-choice questions are based on other forms of questions. Generally, but not always, this form of question has only one correct answer. It is suggested using follow-up activities that allow students to explain their choices while using multiple choice questions.

### 5. Wh-questions

Questions beginning with where, what, when, who, how, and why are commonly called wh-questions. Such questions are also used as follow-up to other question forms, such as yes/no and alternative, true or false, and multiple-choice. So that the comprehension can be measured well.

While reading a text, a cognitive process happens in human mind. According to Anderson and Krathwohl (2001), cognitive process is one of dimensions in Revised Bloom's Taxonomy that consists of six levels that include the low order thinking skill, namely remembering (C1), understanding (C2), and applying (C3), and high order thinking skill, namely analyzing (C4), evaluating (C5), and

creating (C6). To examine the students' cognition in comprehending the text, it is vital to use the revised Bloom's Taxonomy questions as the guidance. The questions in revised Bloom's Taxonomy are ordered from the lower level into higher level. The lower level questions are appropriate to evaluate students' comprehension, and diagnose students' strengths and weaknesses. While the higher level questions are appropriate to encourage students to be engaged in critical thinking, for instance problem solving, analyzing, creating or evaluating information.

Here of the table of the key words, model questions, and instructional strategies for each domain in revised Blooms' Taxonomy:

**Table 2.1**  
**Blooms' Taxonomy "Revised" Key Words, Model Questions, & Instructional Strategies**

<b>Cognitive Domain</b>	<b>Verbs for Objectives</b>	<b>Model Questions</b>	<b>Instructional Strategies</b>
<b>Remember (C1)</b>	<ol style="list-style-type: none"> <li>1. Choose</li> <li>2. Describe</li> <li>3. Identify</li> <li>4. Label</li> <li>5. List</li> <li>6. Locate</li> <li>7. Match</li> <li>8. Memorize</li> <li>9. Name</li> <li>10. Omit</li> <li>11. Recite</li> <li>12. Recognize</li> <li>13. Select</li> <li>14. State</li> </ol>	<ol style="list-style-type: none"> <li>1. Who?</li> <li>2. Where?</li> <li>3. Which One?</li> <li>4. What?</li> <li>5. How?</li> <li>6. What is the best one?</li> <li>7. Why?</li> <li>8. How much?</li> <li>9. When?</li> <li>10. What does it mean?</li> </ol>	<ol style="list-style-type: none"> <li>1. Highlighting</li> <li>2. Rehearsal</li> <li>3. Memorizing</li> <li>4. Memories</li> </ol>
<b>Understand (C2)</b>	<ol style="list-style-type: none"> <li>1. Classify</li> <li>2. Defend</li> <li>3. Demonstrate</li> <li>4. Distinguish</li> <li>5. Explain</li> <li>6. Express</li> <li>7. Extend</li> <li>8. Give Example</li> <li>9. Illustrate</li> </ol>	<ol style="list-style-type: none"> <li>1. State in your own words.</li> <li>2. Which are facts?</li> <li>3. What does this mean?</li> <li>4. Is this the same as...?</li> <li>5. Give an example.</li> </ol>	<ol style="list-style-type: none"> <li>1. Key examples</li> <li>2. Emphasize connections</li> <li>3. Elaborate concepts</li> <li>4. Summarize</li> <li>5. Paraphrase</li> <li>6. Students explain</li> <li>7. Students state the role</li> </ol>

- |                 |                                  |   |
|-----------------|----------------------------------|---|
| 10. Indicate    | 6. Select the best definition.   | 8. "Why does this example...?"                                  |
| 11. Interrelate | 7. Condense this paragraph.      | 9. Create visual representations (concept maps, outlines.       |
| 12. Interpret   | 8. What would happen if...?      | Flowcharts  |
| 13. Infer       | 9. State in one word...          | organizers,   |
| 14. Judge       | 10. Explain what is happening.   | analogies,  |
| 15. Match       | 11. What part doesn't fit?       | PRO/CON   |
| 16. Paraphrase  | 12. Explain what is meant.       | Note: the faculty member can show them, but they have to do it. |
| 17. Represent   | 13. What expectations are there? | 10. Metaphors,  |
| 18. Restate     | 14. Read the graph (table).      | rubrics,  |
| 19. Select      | 15. What are they saying?        | heuristics  |
| 20. Show        | 16. This represents...           |   |
| 21. Summarize   | 17. What seems to be...?         |   |
| 22. Tell        | 18. Is it valid that...?         |   |
| 23. Translate   | 19. What seems likely?           |   |

- |                                      |                                      |  |
|--------------------------------------|--------------------------------------|--|
| 20. Show in a graph, table.          | 20. Show in a graph, table.          |  |
| 21. Which statements support..?      | 21. Which statements support..?      |  |
| 22. What statements support..?       | 22. What statements support..?       |  |
| 23. What restrictions would you add? | 23. What restrictions would you add? |  |

**Apply (C3)**

- |               |  |                               |
|---------------|--|-------------------------------|
| 1. Apply      | 1. Predict what would happen if          | 1. Modelling                  |
| 2. Choose     | 2. Choose the best statements that apply | 2. Cognitive apprenticeships  |
| 3. Dramatize  | 3. Judge the effects                     | "Mindful" practice-           |
| 4. Explain    | 4. What would result                     | Not just a "routine" practice |
| 5. Generalize | 5. Tell what would happen                | 3. Part and whole sequencing  |
| 6. Judge      | 6. Tell how, when, where, why            | 4. Authentic situations       |
| 7. Organize   | 7. Tell how much change there            |                               |
| 8. Paint      |  |                               |
| 9. Prepare    |  |                               |
| 10. Product   |  |                               |
| 11. Select    |  |                               |
| 12. Show      |  |                               |
| 13. Sketch    |  |                               |
| 14. Solve     |  |                               |

	15. Use	8. Would be	5. “coaches” practice
		9. Identify the result of	6. Case studies
			7. Simulations
			8. Algorithms
<b>Analyze (C4)</b>	1. Analyze	1. What is the function of ...?	1. Models of thinking
	2. Categorize	2. What’s fact? Opinion?	2. Challenging assumptions
	3. Classify	3. What motive is there?	3. Resrospective analysis
	4. Compare	4. Related to, extraneous to, not applicable	4. Reflection through journaling
	5. Differentiate	5. What conclusions?	5. Debates
	6. Distinguish	6. What does the author believe?	6. Discussions and othercollaborating learning activities
	7. Identify	7. What does the author assume?	7. Decision-making situations
	8. Infer	8. Make a distinction	
	9. Point out	9. State the point of view of ...	
	10. Select	10. What is the premise?	
	11. Subdivide	11. State the point of view of..	
	12. Survey	12. What ideas apply?	
		13. What ideas justify the conclusion?	
		14. What’s the main idea?	
		15. Theme?	
		16. What in consistencies, fallacies?	
		17. What persuasive technique?	
		18. Implicit in the statement is...	
<b>Evaluate (C5)</b>	1. Appraise	1. What fallacies, consistencies,	1. Challenging
	2. Judge	2. In consistencies appear?	2. Assumptions
	3. Criticize	3. Which is more important, moral,	3. Journaling
	4. Defend	4. Better, logical, valid, and appropriate?	4. Debates
	5. Compare	5. Find the errors.	5. Discussions and other collaborating learning activities
			6. Decision-making situations



<b>Creater (C6)</b>	1. Choose	1. How would you test...?	1. Modelling
	2. Combine	2. Propose and alternative	2. Challenging assumptions
	3. Compose	3. Solve the following	3. Reflection through journaling
	4. Construct	4. How else would you...?	4. Debates
	5. Create	5. State a rule	5. Discussions and other Collaborating learning activities
	6. Design		6. Design
	7. Develop		7. Decision-making situations
	8. Do		
	9. Formulate		
	10. Hypothesize		
	11. Invent		
	12. Make		
	13. Make up		
	14. Organize		
	15. Plan		
	16. Produce		
	17. Role play		
	18. Tell		

In this research, the forms of questions will follow the theory that has proposed by Day and Park. In addition, the revised Bloom's Taxonomy will also be used as the guidance to develop the reading exercise. It aims at assessing students' understanding of the given text. So, the writer conclusion of reading exercises is expect to help students develop their cognitive skills.

### **2.1.7 Genre Reading**

Lee 2001 explains that genre is the level of text categorisation which is theoretically and pedagogically most useful and most practical to work with. Every text is write for purpose and has an intend audience. This affects its format, style and language and characteristic it as part of a genre. So, the writer conclusion in genre reading is teaching can help set the context.

Dirgeyasa further states as mentioned in the basic competencies only learn types of genre, namely descriptive, recount, and also narrative. Dirgeyasa

(2016:56) argues that descriptive genre describe the idea or that descriptive genre is the way to describe or illustrate the object, person or ideas so that the reader can see thre objects, or person, or idea by his/her eyes physically. Descriptive genre has some characteristics such as:

1. It elaborates the usages of sensory language .
2. It is rich, vivid, and lively detail.
3. It tends to use figurative language such as simile, hyperbole, methapor, symbolism and personification.
4. It shows, rather then tells, through the use of active verbs and precise modifiers.
5. It uses clear and concise language.
6. It leaves the reader with a clear impressions.

So, the writer conclusion is describe the idea or that descriptive genre is the way to describe or illustrate the object, person or ideas.

Descriptive genre have two generic structures namely identifications and description. Identification is a statements describing and illustrating about the topic theme to be describe, while description is a complete description about the topic proposes in identification of the text. The linguistic features of descriptive genre are:

1. Using present tense and present perfect tense.
2. Using adjectives to describe or illustrate the condition of the topic.
3. Using passive sentences.

#### 4. Using attribute and identifying process.

So, the writer conclusion about an event, and an experiences in the past.

The second genre is recount. Dirgeyasa (2016:2) proposes that recount is the retelling or recounting of an event or an experiences in the past. Recount are often personal stories and they can be even factual or imaginative. Recount genre has three generic structure, namely orientation, record of event or sequences of events, and re-orientation. Orientation consist of theme or topic to be inform, record of event or sequences of events provide details about personal attitude about the activities or event.

Dirgeyasa further explains the recount has the following features or characteristics:

1. The recount has title, which usually summarizes the text.
2. It has specific participants.
3. The basic recount consists of three parts:
  - 1) The setting or oriented-background information answering the questions (who?, when?, where?, and why?)
  - 2) Events are identified and described in chronological order.
  - 3) Concluding connect express personal opinion regarding the events described.
4. The details are selected to help the reader reconstruct the activit or incident (factual recount).

5. The ending may describe the outcome of the activity.
6. The ending of time, place, and incidents need to be clearly stated.
7. The descriptive details may also be required to provide information.
8. It includes personal thoughts/reactions (imaginative recount).

So, the writer's conclusion is to describe the idea or that descriptive genre is the way to describe or illustrate the object, person or ideas.

The last genre is narrative. Dirgeyasa (2016:16) explains narrative has function to amuse, entertain, and deal with actual vicarious experience in different ways. So, the writer's conclusion is narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. There are many types of narrative such as stories, mystery, science, fiction, romances, horror stories, adventure stories, fables, myths, legends, historical narrative, ballads, slice of life, and personal experience.

Narrative have three generic structure. They are orientation that consists of theme or topic to be inform, complication that consist of a series of event in which the main character attempts to solve the problem, and resolution that is as the ending of the story containing the problems solution. The language features of narrative are:

1. Using past tense
2. Varying sentence in lengths: simple, compound, or complex
3. Using dialogue to develop action and characters

4. Changing tenses into dialogue can be possible
5. Using active nouns
6. Using adjective and adverb
7. Using senses

Dirgeyasa further explains some characteristics that must be focused on writing narrative, they are:

- 1) Plot: what is going to happened?
- 2) Setting: where and when will the story take place?
- 3) Characterization: who are the main characters? And what do they look like?
- 4) Structure: how will the story begin? What will be the problem? How is the problem going to be resolve?

### **2.1.8 Socio-cultural Environment**

Maryono (2016:896) states that socio-cultural environment is broad the social system and the culture of a people. In other words, the socioal-cultural environment consists all elements, conditions, influences which shape the personality of an individual and potentially affect his attitude, disposition, behavior, decisions and activities. Such as elements include beliefs, vales, attitudes, habits, forms of behaviour and life styles personsas developed from cultural, religious, educational and social conditioning.

So, the writer conclusion basically, socio-cultural factors sare customs, lifestyles and values that characterize a society. More specifically, cultural aspects

include education, language, law and religion, social organizations, technology and material culture, values and attitudes.

### **2.1.9 Definition of The Local Content**

According to Maryono (2016:895) states that the local content is a curricular activity to develop the competencies that are adjust to characteristics and potential of the region, including the area excellence. He further argues that local content in the curriculum can stand alone as a subject, the local content has its own time allocation. While as a subject of study materials, the local content is the additional study in the materials will be based on local content as a subject in the materials that already exist. The local content is a part of the structure and the curriculum's content on the Content Standards in Education Unit Level KTSP Curriculum (The Degree of the Republic of Indonesia No. 22 of 2006 on the Content Standards) as well as the curriculum in 2013 (The Degree No. 32 of 2013 on the National Standards).

The use of local content in teaching is supported by BSNP (2006) states that the education in Indonesia should be based on the potency, development, and needs of the students and their neighborhood. In addition, the regulation of the Minister of Education and Culture of the Republic of Indonesia. Number 79 Year 2014 about the Local Content Curriculum 2013 states that the local content is study materials or subjects in the educational unit that contains the content and process of learning about the potential and local uniqueness that is intended to

form the students' understanding of the advantages and wisdom in the area of residence.

The purpose of the implementation of the local content is to equip the students with the attitudes, knowledge, and skills necessary to (a) know and love the natural, social, cultural, and spritual environment in the region; and (b) preserve and develop excellence and knowledge areas in order to support national development. So, the writer conclusion is a subject in the materials that already exist to develop the competencies by the education unit and not limited to the subjects of skills.

#### **2.1.10 Types of Local Content**

Local content are arts and culture; crafft; physical education; sports and health; language; and technology. In Maryono (2016:896) state that, the local content includes two of types of local content. There are:

1. Local content of the circumstances and the needs of the region.

That is, the are is all things that are in certain areas which are basically related to the natural, socio-economic, and socio-cultural environment. The needs of the area everything needed by the people in an area, in particular for the survival and improvement of people's lives, who adapt to the development direction of the area as well as the potential of the areas concern. The region needs are: (1) preserving and developing the cultures of the areas; (2) improving the ability and skills in specific areas, related to the local economy; 3) enhancing the mastery of the English Language for

everyday purposes, and to support individuals undergoing further learning (the long life education); (4) increasing the ability of entrepreneurship.

2. Local content can be: the local language, local arts, local handy craft, custom, and the various characteristics of knowledge and the surrounding natural environment, as well as the things that are considered necessary by the regions concerned.

For example: Local content includes types of local content in some schools are:

- 1) The local content be: the local language, foreign languages (Arabic, English, Mandarin and Japanese).
- 2) Local arts.
- 3) Customs (including the etiquette and manners).

So, the writer conclusion is local content consider necessary by the regions concern. Local content must be give to the primary and secondary education, both in general education, and vocational education or special education, some possible curriculum in all regencies or cities within a province, especially in SMA / MA / SMK.

#### **2.1.11 Local Content-Based Materials**

Dar (2012) states learning materials are the vital things used to transfer knowledge from teacher to learners, such knowledge can only be transferred effectively if the materials is vitally and are contextually appropriate. Thus, selection of the right materials is vitally important to reach a good learning



process. Selection of right makes teaching and learning process a meaningful activity and will create an efficient, effective, and interesting classroom atmosphere. On contrary, if materials present out of students' sociocultural background to which they cannot relate to, teaching learning process will be a monotonous activity as their interest level to study will automatically falls down. So, the writer conclusion are selected must be relevance to the context and cultural materials used.

Dar also states that one way to select the right materials is by localizing it. Localizing the learning materials present cultural values which learners easily identify and relate to. The localized materials will make students learn English in real life situation. This will encourage students' participation in class which allows teacher to deliver more effective lessons. Dar (2012) supports using localized learning materials because the present students with real-life and culturally familiar language context. So, the writer conclusion is localizing learning materials can be implemented by using local content.

Dirgeyasa and Ansari (2015) explains the definition of local content in different term called local based-need. However, in this research the term local content has more likely used. They argue that local content is all resources showing the typical characteristics of a certain region in terms of economy, culture, natural features and its people, which are different from the other regions. Dwitagama (in Dirgeyasa and Ansari 2015) further states that local content can be belonging to the region so that they have the comparative advantage.

So, the writer conclusion is expect that through the local content-based materials, the students will be able to improve their understanding about the materials give the materials will based on their sociocultural environment that they can easily access and relate to. It is also expect that the students will be more interesting in studying English and have high participation in class.

Barfield and Uzaeski in regmi (2011) find that in a classroom observation , the students in pair and group works were more interactive when they had to discuss on their local cultures then when they have to discuss on different stories or texts which they are not familiar with. Regmi (2011) further argues that the purpose of implementing the local content materials is to enable students to grasp the deeper meaning of English because they can associate the cultural and contextual meaning that they are familiar with. So, the writer conclusion is to help the students understanding meaning of English in cultural and contextual meaning.

#### **2.1.12 Developing English Reading Materials Based on Local Content**

The English reading materials for grade ten students of SMAN 10 Medan needed to be develop by using local content. Local content materials in English language teaching help the students to grasp the deeper meaning of English because they can associate the cultural and contextual meaning that they are familiar with.

Maryono (2016) explains some stages used to develop the materials by using the local content, they are:

1. The analysis of the context of the natural, social, and or cultural environment.
2. The identification of the local content.
3. The formulation of the basic competence in relevant learning cargo.
4. The determination of the appropriate level of the education unit for each basic competence.
5. The integration of the appropriate level in relevant learning cargo.
6. The determination of local content as a part of the payload of learning or being a stand-alone subject.
7. The preparation of the syllabus and textbooks.

In line with the steps proposes by Maryono above, the writer conclusion used some steps in developing the English reading using the local content in Medan:

- 1) Identifying the basic competencies of English reading for grade ten students.
- 2) Identifying the local content in Medan and matching it to the English reading basic competencies.
- 3) Formulating the objectives of study.
- 4) Writing the reading texts with the taska or exercises relate to each topics.

### **2.1.13 Need Analysis**

Before designing materials, the material developer are suppose to do an analysis called the needs analysis. Need analysis procedures used to collect

information about learners" need (Richard, 2001:51).So, the writer conclusion is to collect information about particular about problem learners needs.

In discovering needs, there are aspects that must be discovered. As Hutchinson and Waters (1987:58), they are:

1. Necessities (what the learner has to know to function effectively),
2. Lacks (what the learners knows and does not know already),
3. Wants (what the learners" think they need).

Hutchinson and Waters also adds that these are discovered by testing, questioning and interviewing, recalling previous performance, consulting teachers, collecting data such as textbooks that the learners will have to read, investigating the situations where the learners will need to use the language.

The purposes of the needs analysis in language teaching are, based on Richards (2001:52):

1. To find out what language skills a learner needs in order to perform a particular role.
2. To determine if an existing course adequately addresses the need of training in particular language skills.
3. To identify a change of direction that people in a reference group feel is important.
4. To identify a gap between what students are able to do and what they need to be able to do.

5. To collect information about a particular problem learners are experiencing.

Graves (2000:103) also says that there are two types of information that can be gathered when analyzing the needs, such as:

### **The Present**

1. who the learners are;
2. the learners' level of language proficiency;
3. their learners' level of intercultural competence;
4. their interest;
5. their learning preferences;
6. their attitudes.

### **The Future**

1. the learners' goals and expectations;
2. the target contexts: situations, role, topic, and content;
3. types of communicative skill they will use and tasks they will perform;
4. language modalities they will use.

Hutchinson and Waters (1987:54) divide needs into *target needs* (what the learner needs to do in the target situation) and *learning needs* (what the learner needs to do in order to learn).

## **1) Target Needs**

Hutchinson and Waters (1987) states that analysis to target needs can look at:

1. Necessities: the type of need determine the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation.
2. Lacks: lacks means what the learner know already, so that teacher can then decide which of the necessities of learner's lacks.
3. Wants: what do the learners wish to learn? It its subjective needs.

## **2) Learning Needs**

Target situation is like a destination of the learners, while learning needs are the routes of reaching the destinations. Teacher have to choose the route according to the conditions of the learning situation; the learners' knowledge; skills and strategies; and learners' motivation for travelling (learning language), Hutchinson and Waters (1987:62). Teacher not only know what people do with language, but also know people learn to do what they do with language.

In analysing learning needs, some questions can be used, proposes by Hutchinson and Waters (1987:62), which are:

1. Why are the learners taking te ciurse?
2. How do the learners learn?
3. What resources are available?
4. Who are the learners?
5. Where will the ESP class take place?

#### 6. When will the ESP class take place?

Hutchinson and Waters (1987) propose a number of ways that are frequently used in analysing needs, namely questionnaires, interviews, observations, and data collections.

So, the writer conclusionare questionnaires and interview sheets will be used to gather information about the target needs and learning needs of grade ten of SMAN 10 Medan.

#### **2.1.14 Syllabus**

Syllabus is a document which contains guideline about the core competencies, basic competencies, learning materials, activities in teaching learning process, indicator, evaluation, time allocation, and source of the materials. In the syllabus of 2013 curriculum, there are four competencies; they are spritual competencies, social competence, knowledge, and skills (Permendikbud No.54/2013). The comptence is stated in the form of core competence (Kompetensi Inti/KI) which consists of one or more basic competences (Komptensi Dasar/ KD). The core competence (KI) becomes process are develop based on accumulative principle. It means all the competences reinforce and enrich each other; they are integrate subjects and eductional levels.

The formulation of the core competences is state in four competences:

1. Konpetensi Inti-1 (KI1) for spritual comptence.
2. Kompetensi Inti-2 (KI2) for social competence.

3. Kompetensi Inti-3 (KI3) for the core competence of knowledge.
4. Kompetensi Inti-4 (KI4) for the core competence of skills.

In the syllabus of 2013 curriculum there are three genres learned by the grade ten students, namely descriptive, recount, and narrative. Here are the table of basic competences of each particularly for the reading skill.

**Table 2.2**

**Basic Competences of Each Texts Particularly for the Reading Skill**

<b>Genre Text</b>	<b>Basic Competences</b>
1. Descriptive Genre	1.1 Distinguishing social function, generic structure, and language features of short and simple, writing and speaking descriptive texts by giving asking information about ecotourism places, and well know historical places in accordance with the context. 1.2 Comprehending the meaning of the short and simple, writing and speaking descriptive text about ecotourism places, and well know places relate to the social functions, generic structure, and language features.
2. Recount Genre	2.1 Distinguishing social function, generic structure, and language features of short and simple, writing and speaking information about historical event in accordance with the context. 2.2 Comprehending the meaning of short and simple, writing and speaking recount text about historical event relate to the social function, generic structure, and language features.
3. Narrative Genre	3.1 Distinguishing social function, generic structure, and language features of short and simple, writing and speaking narrative texts by giving and asking information about legend in accordance with the context. 3.2 Comprehending the meaning of short and simple, writing and speaking descriptive text about legend relate to the social function, generic structure, and language features.

The English reading materials will be developed by referring to the basic competences above. So, the writer concludes that the materials can fulfill the



needs of the students as well as the criteria of a good material according to the has set by the government in 2013 curriculum.

## **2.2 Relevant Studies**

Relevant studies insert as the references in conducting this research and developing effective reading materials to fulfill the needs of students. The first has based on the research conducted by Choirul Rohma (2015) entitled Developing English Learning Materials for Grade X Students of Marketing Study Program at SMK Muhammadiyah 2 Bantul. She conduct an educational research and development to develop English learning materials that is relevant with the culture and environment of Bantul. This research show that it is effective to develop English learning materials which the topics are relate to communication in workplace of the Marketing Study Program. The research also show that the materials increase students' interest level study, and can connect with students' future job.

In addition, Lita Aviayanti (2015) conducted a research entitled Developing English Learning Materials for Grade XI Students of Beauty Skin Care Study Programme at Vocational High School. This research show that it is very effective to develop English learning materials which the topics are relate to the beauty skin care study programme. The research also show that the materials increase students' interest level study, and can connect with students' future job.

The last reference has research conducted by Kusuma (2016) entitled Developing Reading Material for Elementary Students in Tourism Area by

Inserting Local Culture. This research has conduct in Buleleng regency in Bali. As one of the most well know tourism area in Indonesia, the people is require to have competency in using English better in any other areas. From the research he conducted, it has find that the fifth grade students of elementary schools in Buleleng regency has potency toward the use of develop English learning materials. It can be see from the fact that cultural contents involve in the product has catch the students" interest and can help them in reading.

In line with the relevant studies above, this research aims to develop the English reading materials that can fulfill the need of the studnts and also that can interest the students to learn English more effectively. By developing English reading materials based on local content, the students will be able to grasp the deeper meaning of English, as what they are going learn has something they are familiar with. Te develop English reading materials will help the students to comprehend the English reading text easily and help them to have the better achievement in English.

### **2.3 Conceptual Framework**

In teaching and learning process, the crucial aspect must be considered is materials. Materials are the vital thing through which knowledge is transfer from teacher to the learners. To teach an effective teaching learning process, the materials should be appropriate to the students need. If the materials are select by considering the context and culture in which the students easily relate to, their interest level to study will automatically come up.

In fact, materials used by teacher in teaching learning process comes from the textbook. Form the textbook in SMAN 10 Medan entitled Bahasa Inggris 2016 revised edition, the reading text seem to be relevant with the students sociocultural environment. It make the students get difficulties in comprehending the English reading text as they can no easily relate to the topic in the text. Thus, the students needed the learning materials that can help them providing the students with the local content-based-materials. In teaching, local content is a curriculum can stand alone as a subject or be a subject study in materials that already exist. As a stand alone subject, the local content has its own time allocation.

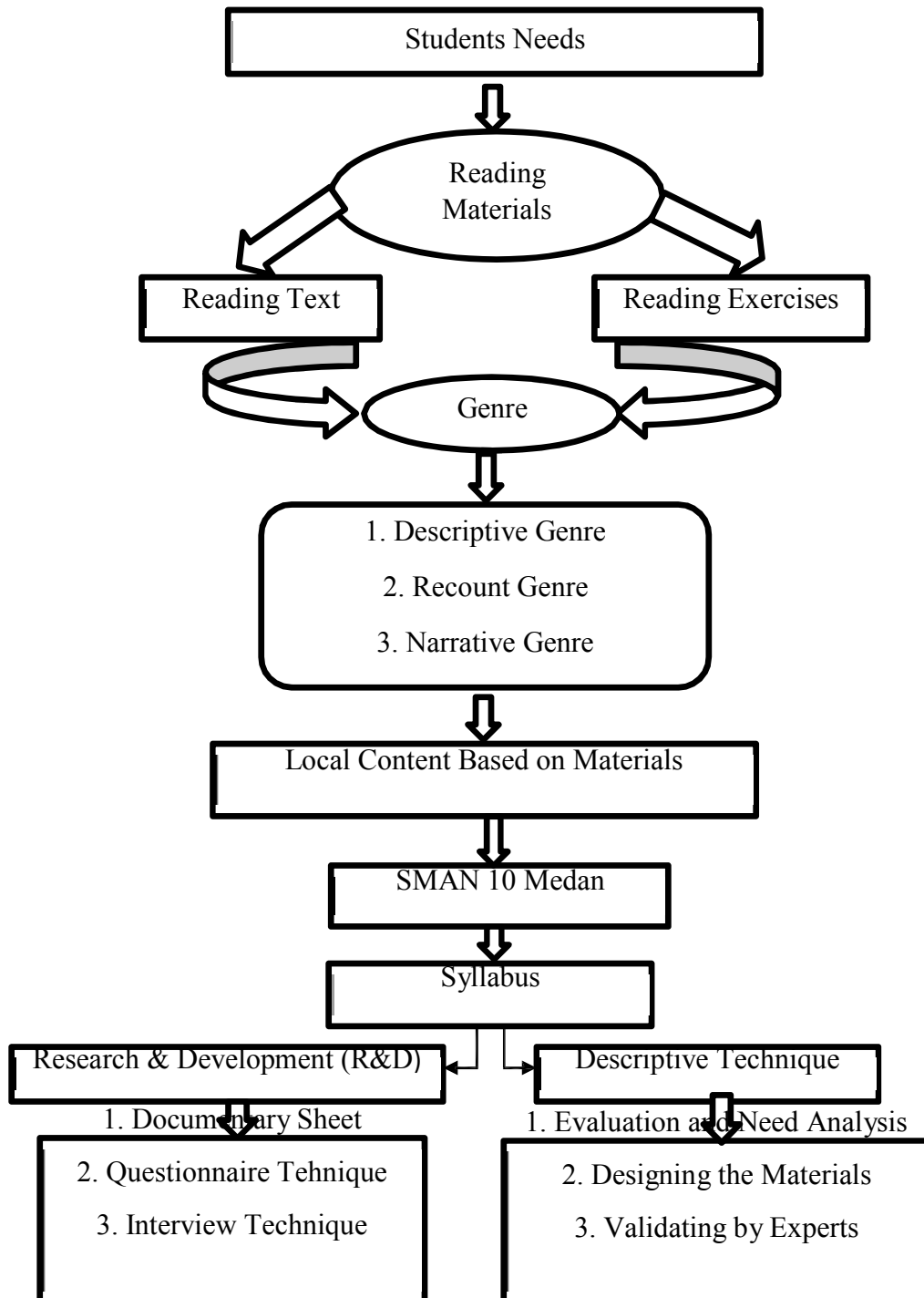
While as a subject of the study materials, the local content is the additional study in the material that already exist. In this research, the development of the English reading materials will be based on local content as a subject study in the materials that already exist.

By developing English reading materials based on local content, the students will understand the materials easily. It will make students learn English in real life situation. This will encourage students" participation in class which allows teachers to deliver more effective lessons. In addition, local content materials will enable students to grasp the deeper meaning of English because they can associate the cultural and contextual meaning that they are familiar with.

This research focus on developing English reading materials for grade ten students of SMAN 10 Medan based on the local content in the town. The topics in

the texts are adjust to the basis competencies in the syllabus. From the basic competences, it is know that there are three genres learn by the grade ten students, namely descriptive, recount, and narrative.it is states in the basic competences that the topic of the descriptive genre is about places of interest and well know historical places, and the topic for recount genres is sbout the historical events, while the topic for narrative genre is about the legend. Considering the local content of Medan.

**Figure 2.3**  
**Conceptual Framework of Developing English Reading Materials Based on**  
**Local Content for Tenth Grade Students of SMAN 10 Medan**



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research belongs to Research and Development (R&D). Educational R&D was a development model in which the findings of research was used to design new products and procedures, which was research were systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality, or similar standard (Borg, Gall & Gall 2003: 569). The term “product and procedures” refers to the educational product and procedures like curriculum, syllabus, textbook, instructional media, modules, assessment instrument, etc.

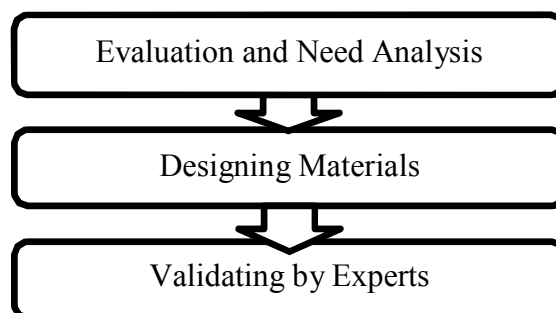
Dick and Carey (in Borg, Gall & Gall 2003) proposes a model of the procedural model, the model suggested that the application of the principles of instructional design adapted to the steps that should be run sequentially. Dicky and Carey Model consists of 10 steps. Each steps was clearly intent and its purposes so that the novice designer was very suitable as a basis for studying other design models. Tenth steps on the model shows the relationship very clear and uninterrupted between step one with the other. In other words, the system find on the Dicky and Carey are very quick, but the content was solid and clear from one sequence to the next sequence. This the model include in the procedural models. Steps Designing Learning by Dick and Carey are as follow:

1. Identify instructional goals
2. Conduct instructional analysis
3. Analyze learners and contexts
4. Write performance objective
5. Develop assessment instrument
6. Develop instructional strategy
7. Develop and select instructional materials
8. Design and conduct formative evaluation of instruction
9. Revise instruction
10. Design and conduct summative evaluation

Borg, Gall & Gall (2003:572) states that when planning to do an R&D project for a thesis or dissertation, it was best to undertake a small-scale project that involves a limited amount of original instructional design. In addition, Dirgeyasa (2011) says that the procedures of development and research implementation were not strict steps that should be followed; every researcher can execute and determine the proper procedures for him/her based on the conditions faced during the process of development.

So, in this research, the ten stages of R & D include three of the steps below:

**Figure 3.1 Diagram of Material Development**



### **3.2 Subjects of Research**

The subjects of this research were students at grade ten of SMAN 10 Medan. The English teacher was the one who knows the students well. So, in this research, the teacher was asked about the need of the students, as well as their interest in learning English through the interview. In addition, the questionnaire sheets also given to students. There were 3 English teachers at the school. However, the subjects of this research were only the teacher who taught in X IPA 3. There were 6 classes of grade ten students in SMAN 10 Medan. They were divided into 3 classes for science class and 3 classes for social class. However, the subject of this research was limited only for X IPA 3 which consists of 36 students. It was by using random sampling.

### **3.3 Technique of Data Collection**

In this research, the technique of data collections correspondent to the instrument of data collection. There were three techniques of data collection in this research, they were documentary technique, questionnaire technique, and interview technique.

### **3.4 Instrument of Data Collection**

In this research, there were three instrument of data collections, they are documentary sheet, questionnaire sheet, and interview sheet.

1. Documentary sheet was used to collect the data, the collect the data from write resources such as existing materials and existing syllabus.
2. Questionnaire sheet. There were three kinds of questionnaire sheet in this research.



The first was questionnaire for materials evaluation. It was given to students to find out information about the real existing English reading materials used in daily learning process. They were organized under the following categories: aims, design and layout, linguistics features, topics methods of teaching and learning, and the last is skill (Dirgeyasa 2011).

**Table 3.1**  
**The Organization of Materials Evaluation Questionnaire**

No	Aspects	Item Number	Explanation	Reference
1	Aims	1,2,3	Conversation teaching material in accordance with the objectives and need of students.	Dirgeyasa (2011)
2	Design and Layout	4,5,6,7,8,9	Arrangement, current series of conversation teaching material, the content of each topic of teaching material relate now, progree on previous topics supporting mastery of the next topic, learning material containing related images/ illiustrations related to the display of clear learning material.	Dirgeyasa (2011)
3	Linguistic features	10,11,12,13	Materials includes grammar teaching matches the level and needs, there is vocabulary list that is appropriate to the needs for each topic and development of vocabulary, there are ways of pronunciation and proper use of language in certain situations (language use) according to the topic.	Dirgeyasa (2011)
4	Topic	14,15,16,17	The topic of conversation teaching material is currently suitable for level, the topic of current conversation teaching material activate the knowledge and accordance with your department.	Dirgeyasa (2011)
5	Method	18,19,20,21, 22	Learning methods use appropriate for current conversation taeching materials, are group learning methods applied in the current learning process of conversation, and are activity- based learning methods	Dirgeyasa (2011)

applied in current learning process.

6	Skill	23,24	Ccurrent conversation teaching materials be combined with other language skills, and help improve the speaking skills.	Dirgeyasa (2011)
---	-------	-------	--	------------------

The second was need analysis questionnaire. It aims at finding out the data about students" needs, problems and interest while learning English especially reading comprehension. The need analysis questionnaire in this research was organized under the following categories: students" background, goal, necessities, lacks, wants, and learning needs.

**Table 3.2**  
**The Organisation of Need Analysis Questionnaire**

No	Aspects	Item Number	Explanation	References
1	Students" Background	2,3,5	to find out the students" background related to the study (if the students have learn theories.	Graves (2000:103)
2	Goal	1	to find out of relate to a range general outcomes (communicative, affective, or cognitive) describe teacher or learner behaviour and what the goals of an activity are just when do the activity and relate it to the curriculum.	Nunan (1990)
3	Necessities	4	to find out what the students need to function in a target situation.	Hutchinson & Waters (1987:55)
4	Lacks	6,7,8	to find out students" level of proficiency and how much it creates the gap with the target proficiency, based on the curriculum.	Hutchinson & Waters (1987:55-56)
5	Wants	9,10,11	to find out students" perceptions about what they really need.	Hutchinson & Waters (1987:56)
6	Learning Needs	12,13,14,15,16,17,18,19,20	to find out what knowledge and abilities will the learners require in order to be able to perform to the required degree of the competence in the target situation.	Hutchinson & Waters (1987:62)

The need categorization criteria in material evaluation and need analysis questionnaire were illustrated as follow:

**Table 3.3**  
**The Need Categorisation Criteria**

No	Range of Score	Level of Need
1	0-0.5	Not needed
2	0.6-1.5	Less needed
3	1.6-2.5	Fairly needed
4	2.6-3.5	Needed
5	3.6-4.0	Most needed

(Dirgeyasa, 2011)

The third questionnaire was the expert judgement questionnaire. It was given to the expert to know whether the materials developed had been good, reliable, and valid. It was organize under the following categories: Content, process, linguistic features, and layout (BSNP 2011).

**Table 3.4**  
**The Organization of the Expert Judgement's Questionnaire**

No	Aspects of the Questions	Item Number	The Purposes of the Questions	References
1	Content	1,2,3,4,5,6,7,8,9,10,11	to evaluate thre first draft of the materials developed in terms of its materials appropriateness	BSNP
2	Process	12,13,14,15,16,17	to find out the appropriateness of the language in the materials	BSNP
3	Linguistic features	18,19,20,21,22,23,24,25	to find out the appropriateness of the methodology in the materials	BSNP
4	Layout	26,27,28,29,30	to find out the appropriateness of the layout of the materials	BSNP

Here, the parameter of validating the reading materials:

**Table 3.5**  
**Parameter of Validating the Reading Materials**

No	Range of Score	Level of Need
1	90-100	Excellent
2	70-89	Good
3	60-69	Fair
4	55-59	Poor
5	0-54	Very poor

(Dirgeyasa, 2011)

3. Interview sheet. It was done by using interview sheet. Interview sheet was used to collect the data from the teacher orally. The data gotten from the interview then transcribe into write form. It aims at finding the more detail information about students' needs, difficulty to achieve learning goals of reading comprehension and the appropriate English reading materials the students.

### **3.5 Technique of Data Analysis**

The data in this research were analyzed by using descriptive technique. There were three steps of data analysis by using descriptive technique, they were evaluation and need analysis, designing the materials, and validating by experts.

#### **Step 1. Evaluation and Need Analysis**

There were two main activities in this step. The first was evaluating the materials and the second was conducting the analysis.

##### **1. Evaluation**

This step was done to know the learning activity and environment in SMAN 10 Medan as well as to evaluate the existing English reading materials used by the grade ten students. The source of data in this step were collected by using questionnaire sheets and also documents such as

syllabus and existing English text book used by the grade ten of SMAN 10 Medan. The data in this step was analyzed by using descriptive technique.

## 2. Need Analysis

This step was conducted to know the appropriate English reading materials needed by the grade ten students of SMAN 10 Medan and the teacher as well. In this step, the sources of data were the students and also the English teacher. The data in this step were collected by using documentary sheet, questionnaire and interview sheet. The data were analyzed by using descriptive technique.

### Step 2. Designing the Materials

The English reading materials were developed based on the data obtained from the previous steps. The materials writing followed the principles of developing materials based on local content.

### Step 3. Validating by Experts

In order to produce the good, reliable and valid English reading materials, it was important to conduct the validation step. The validation was done by the expert judgement. The expert must have the following criteria: 1) having good knowledge in education; 2) having good knowledge in ESP; 3) having good knowledge in English language learning. To determine the experts, purposive by BSNP (2011) was used as the guidance. The criteria include the content, language, process, layout.

There were two steps in this stage-validation process and final revision of the reading materials.

1. Validation

In validating the developed English reading materials, the experts judgement was used. The materials was validate in terms of their content, language, process, and the layout. The instrument used to validate the materials was questionnaire consisting a number statements.

2. Final Revision

After developing and validating the English reading materials, they were then revise in order to find out the good, reliable, and valid materials in term of theoretical standards.