

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool that used by people for communication in daily life. As human being, people keep to live or interact with other people. By language people that belong to different culture have understood each other such as information, feeling, mind, and culture. It proves that in general, human beings are social creatures who need each other. People must learn not only their mother tongue which only roles in the area where they live, but also an international language, that is English.

English is an international language that is used by many people in the countries. It plays in important role in the process of modernization as an international language to be taught in schools. The aim of English teaching according to the School-Based Curriculum is that the students of junior High School can achieve that functional level. Besides that, School-Based Curriculum also deals with the four language skills, such as; listening, speaking, reading, and writing. And the writer chooses reading skill.

All of this skills are important to be mastered without ignoring each other for many students, reading is the important of the four skills in second language. As a skill, reading is clearly one of important language skill that where students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.

Reading is one of the skills in English that has to be mastered by 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.

According to Kate Cain (2010:2) Reading is clearly an important skill. In fact, reading is much more than a single skill. It involves the coordination of a range of abilities, strategies and knowledge. The number and type of factor that are involved in reading, and the impact each has on the process, can be hard for skilled adult readers to appreciate because, for us reading is relatively effortless. It is an ability that we can quite easily take for granted.

In Indonesia, especially in education, many of students have not been able to read especially English text well. It is not only how a learner can master the pronunciation and vocabularies well. But, how a learner can be able to read a text by using a good pronunciation and by read a text the students also can find out new words that can be improve their vocabulary.

Materials are one of important means in transferring the meaning of the knowledge and gist of the teaching learning process. Because, before the teacher teaches the students in the classroom the teacher must prepares the materials well. So that, teaching learning process can be run well. Material are all things which are included in the content of the curriculum and students should achieve the skill based on base competence, and standard competence in each subjects. In this situation writer focuses on the material because, the material that used now is not based on students' need and many materials not suitable with what are students' need.

Based on the writer's experience in PPL (Praktek Pengalaman Lapangan) Teaching Training Practice at SMK Immanuel Medan. The writer found most student got low score in reading. Therefore, the process of teaching reading cannot run well most of them passive in the class. They only read and answer the question based on their english book without knowing how to elicit prior knowlege and find specific information from reading text. As consequence, learning reading makes them bored.

From the background above, the writer is interested to analyze the students'needs in reading material at junior high school. So, writer concludes to choose the tittle An Analysis of Students'Needs in reading Material in An English Student Worksheet at junior high school in SMP Methodist Kuala. Because, it can be make that the writer and reader have the same relevant purposes. So, text will be easier to understood and the writer will be knows what are students' needs in reading material.

1.2 The Problem of the Study

Based on the background above, problem of the study is formulated as follows:

What isstudents' needs of reading material in An English Student Worksheet Book at junior high school in SMP Methodist Kuala ?

1.3 The Objective of the Study

The objective of this study is to find out whether types of reading material are suitable to the students' needs of students SMPMethodist Kuala.

1.4 The Scope of the Study

The writer finds students' needs in English reading skill by using questionnaire. It is given to eighth grade students in SMP Methodist Kuala . The teaching materials in English student worksheet book will be studied whether it is appropriate with the students' needs for English reading material at junior high school in SMP Methodist Kuala.

1.5 The Significances of the Study

There are two kinds of significances in a scientific study. They are the theoretical significance and practical significance. The two significances are stated as follows:

1.5.1. The Theoretical Significances

Theoretically, this research can give enrichment about reading material and the result of the study might be for students' need in reading material.

1.5.2. The Practical Significances

The finding of the study is expected to be useful for:

1. The students of English department, this research will give the information to know their need in reading material
2. The English Teachers, this research will give more information for reading material in the teaching process.
3. For the Writer, this study enriches the writer's understanding about students' need in reading material.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

These following terms are explained for the purpose to clarifying all the terms connected to the theory of reading comprehension, authentic material, so that both reader and writer can understand and have same perception.

2.2 Reading

Reading is a process of how we get information from what we see, for example from text and symbols also. Reading is very useful. Because by reading someone would know about the world without have to go to around the world.

Lems,et.al. (2010: 33) defines that reading is an interactive process that take place between the text and the reader's processing strategies and background knowledge. Reader typically make use of background knowledge, vocabulary,grammatical knowledge, experience with text and other strategies to help them understand written text. Reading is about understanding written texts. It is a complex activity that involves both perception and thought.

In the process of reading, students are expected not just to read the text and to observe a glance, but they should exploit mind competently to understand reading materials well. Obsorn,et.al. (2003:4) states that at least two cognitive tasks in reading, namely word recognition and comprehension compete for reader's attention. Word recognition refers to the process of perceiving how written symbol correspond to one's spoken language. However, comprehension is the process of making sense of words, sentences and connected text

As the conclusion, reading is a complex process of thinking in assigning meaning from printed materials which involves most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word and line to line to understand what is being read. It means that reading is a process to understand the text and to get information.

2.3 Reading Comprehension

Reading comprehension is the ability to construct a meaning from the text. The reader should be able constructing the meaning internally from interacting with the material that is read.

Snow (2002) asserts that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of reader's background knowledge with the information decoded from text.

Westwood (2001: 10) indicates that reading comprehension is a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page. In order to understand text, a reader must be able to identify word rapidly, know the meaning of almost all of the words or

understand vocabulary, make inferences, relate the ideas in text to their prior knowledge and experience, and be able to combine units of meaning into a coherent message. Finally, reading comprehension is the process of constructing meaning by coordinating a number of complex processes with involves much more than readers's responses to text.

2.2.1 The Involves of Reading Comprehension

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).What is actually happening when we comprehend what we are reading? Irwin (1991) describes five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.

a. Micro processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. Selective recall is another aspect of microprocessing. The reader must decidewhich chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.

c. Macro processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

e. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

2.2.2 Reading Material

According to Niken and Aswandi. *An Analysis of reading material in textbook English in focus grade VII Junior high school published by department of national education*. <http://ejournal.unesa.ac.id>. Vol 2, No 1, 2014. As reading dominates all activities in the English subject, the language components, namely pronunciation, grammar and vocabulary should also be learned to support the language skills, especially reading. Usually, vocabulary or grammar or writing are taught through reading texts. Grellet (1996: 8) states that it is important for the students to link the different language skills of the language through the activities. In fact, reading comprehension skill is the basic skill in learning English. Therefore, every activity in English class involves reading. "reading is viewed as the decoding process of reconstructing the printed letters and words, and building for a text from the smallest textual unit at the "bottom" (letter and word) to larger and larger unit at the top (phrases, clauses, and inter sectional linkages).

Readers are expected to do more than just read the text. They must recognize the printed materials and gain the meaning. They at last can identify the message of the author in expressing the written text. Therefore, readers are expected to involve their prior knowledge that plays an important role in the reading process.

Based on the School-Based Curriculum, the basic competence in reading materials is to understand the meaning and the steps of rhetoric development in the written text (narrative, descriptive, recount, procedure, report, etc). Reading is usually understood of as an apart activity in which the reader to interested with the text.

2.4Recount Text

Recountis the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007: 63).

According to Pardiyono, there are three generic structures and three linguisticfeatures to construct a recount text, here there are the generic structures of recount text:

- a. orientation background information answering who? when? where? And why
- b. Events are identified and described in chronological order.
- c. Concluding comments express a personal opinion regarding the events described.

There are two linguistic features of recount text. First, is a title, which summarizes the Text. Second, Past tense verbs are used, and frequent use is made of words which link events in time, such as next, later, when, then, after, before, first.

2.5 Narrative Text

John (2000) narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways and chronologically. Langan defines “narration is storytelling, whether we are relating a single story or several related ones”. There are five generic structures and four linguistic features to construct narrative text, as follow:

- 1). Orientation: it set the scene and introduce the participants (it answers the question who, when, what, and where).
- 2). Complication: tells the problem of story and how the main characters solve them.
- 3). Resolution: the crisis is resolved, for better or worse.
- 4). Re-orientation: the ending of story.
- 5). Evaluation: the stepping back to evaluate the story or the moral message of the story.

However, there are four of linguistic features to construct narrative text. First is specific character. Second is adjective which provides description. Third is the use of time words to connect events in a story. The last is verbs which showing action.

2.6 Learning Theory

Learning theory is conceptual frameworks describing how information is absorb, process, and retain during learning. Cognitive, emotional, and environmental

influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or change and knowledge and skills retain

According to Illeris(2003) in psychology and education, a common definition of learning is a process that brings together cognitive,emotional,and environmental influences and experiences for acquiring,enhancing,or making changes in one's knowledge,skills,values,and world views.

There are three main categories or philosophical frameworks under which learning theories fall: behaviorism,cognitive,and constructivism. Behaviorism focuses only on the objectively observable aspects of learning and constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts.

Constructivism is a theory of knowledges (epistemology) which argues that humans generate knowledges and meaning from their experiences. Constructivism is an educational theory developed by Seymour Papert. Formalitazion of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledges is internalized by learned. He suggested that through processes of accomodation and assimilation, individual construct new knowledges from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework.

This may occur when individual' experiences are aligned with their internal representations of the world, but may also occur as a failure to changes a faulty understanding; for example, they may not notice event, may misunderstand input from other, or may decide that an event is a fluke and is therefore unimportant as

information about the world. In contrast, when individual' experiences contradict their internal representations, they may changes their perceptions of the experiences to fit their internal representation.

According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operate in one way and violates our expectation, we often fail, but by accommdation this new experience and reframing our model of the way world works, we learn from the experience of the failure, or other' failure. It is important to note that constructivism is not a particular pedalogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the intructions for building a model airplane. In both cases, the theory of conructivism suggest that learners construct knowledge out of their experiences. However , constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing.

Social constructivism, strongly influenced by Illeris(2003) work, suggest that knowledge is first constructed in a social context and is then appropriated by individuals. According to social constructivists, the process of sharing individual perspective-called collaborative result in learns constructing understanding together that wouldn't be possible alone and also highlighted the convergence of the social and practical element in learning by saying that the most significant moment in the course of intellectual development occurs when speech and practical activity, two previously

completely independent lines of development, converge. Through practical activity a child constructs meaning on an interpersonal level, while speech connects this meaning with the interpersonal world shared by the child and her/his culture.

Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and socially and culturally constructed. He further states that learning is passive development of our behaviours that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities.

2.7 Authentic Material

Authentic material is the material that produces to fulfil some social purpose in the language community. Bernardo, Antony, S. 2006 *The Use of Authentic Materials in the Teaching of Reading*. Journal of The Reading Matrix. defines authentic materials as the materials which are used in genuine communication in the real world and it is not specifically prepared for the teaching and learning of English. Grellet (1996:8) gives another definition that authenticity is no change of the original text and its presentation and layout are retained. A newspaper article, for instance, should be presented as it first appeared in the paper with the same typeface, space devoted to the headlines, and pictures.

Martinez in Bernardo (2006) mentions that authentic materials may be too culturally based and too many structures are mixed, causing lower levels have a hard time decoding the texts. It means that sometimes authentic reading materials contain difficult structures and difficult vocabularies, especially for the students in the lower

level. So, the teacher should find the appropriate authentic reading materials for his/her students based on the students' need and level.

the materials can become outdated easily, e.g. news. Different from the other authentic reading materials such as news and articles, the authentic reading materials in the form of procedure texts or short functional texts in the form of instruction texts, would be always or almost in the same pattern and information, so it can be used every time.

2.7.1 Advantages and Disadvantages of Authentic Material

According to Bernardo (2006:65) there are main advantages and disadvantages of using authentic materials, The advantages are:

1. Real language exposure with language change/variation being reflected
2. Students are informed about what is happening in the world
3. Textbooks tend not to include incidental/improper English and become outdated very quickly
4. The same piece of material can be used for different tasks
5. Ideal for teaching/practising mini-skills-skimming/scanning
6. Contain a wide variety of text types, language styles not easily found in conventional teaching materials
7. Encourage reading for pleasure, likely to contain topics of interest

The Disadvantages are:

1. Often too culturally biased, difficult to understand outside the language community
2. Vocabulary might not be relevant to the student's immediate needs

3. many structures are mixed so lower levels have problems decoding the texts
4. Special preparation is necessary, can be time consuming
5. Can become outdated easily, e.g. news stories, articles.

When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials. Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner.

This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text “less” authentic. The basic parameters to consider when simplifying a text are:

- a. Linguistic simplicity : grammatical structures, lexical items and readability.
- b. Cognitive simplicity : age, education, interests of the learner.
- c. Psychological simplicity : does it follow traditional social norms?

2.8 Need Analysis

Needs analysis includes all the activities used to collect information about your students' learning needs, wants, wishes, desires, etc. A needs analysis can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, observation, and interviews.

According to Ampa,dkk. *Journal of Education and Practice: The Students' Need in Developing learning Materials for Speaking Skills in Indonesia*. www.iiste.org: Vol. 4, No.17, 2013 Need analysis, the writer identifies the learning problem, the goals and objectives, the students' need, existing knowledge, and any other relevant characteristics of students. Analysis also consider the learning environment, any constraint, the delivery options, and the timeline for the project. During analysis, the writer develops a clear understanding of the ' gaps ' between the desired outcomes, and the students' exciting knowledge and skills. The questions used during the analysis phases are

1. Who is the audience and what are their Characteristics?
2. What types of learning constraints exist?
3. What are the delivery options?
4. What are the pedagogical consideration,(verbal, visual, tactile, auditory) ?
5. What is the timeline for project completion?

To identify the specific skills that the learner must have mastered prior to beginning the instruction. This is not a listing of all things learners can already do, but an identification of the specific skills they must be able to do in order to begin the instruction. It is also important to identify any specific characteristic of the learner that may be important to consider in the design of the instructional activities. The results of any analysis will guide to design the lesson. The areas related to the analysis include' general characteristic, specific entry competences (knowledge, skills, attitudes) and learning style. Similarly Casper (2003) states that a need analysis includes all the activities used to collect information about the students

learning needs, wants, wishes, or desires. Furthermore, proposes the elements of need analysis which are related to the participants, communication need processor, profile needs, language skill selector, linguistic incoder, and communicative competence specification.

2.8. 1 Method of Need Analysis

According to Michael In addition to substantive findings about the discourse of physics lecturer, chemistry textbook and the like, applied linguistic have developed a considerable body of expertise in the various procedures available for need analysis, building on need analysis methodology in education. Several alternatives exist some requiring more expertise or time than others, and some being more appropriate than others for different situations or for use with different kinds of informants. The former involve use of expert intuitions, participants and non-participant observation, and unstructured interviews, from which categories of needs are derived: the latter include use of devices and instrument, such as structured interviews, questionnaires, and criterion- referenced performance tests, with pre-set categories.

1. Expert and Non- expert intuitions

Their own non-expert intuitions about language use remain the stock in trade for many commercial textbook writers, despite being notoriously unreliable. Every comparison of the language of target situations and the language modeled for them in language teaching materials. Is not clear whether domain expert can do any better. Research on the issue is sparse.

2. Interviews

One of the more direct ways of finding out what people think or do (in some cultures , at least) is to ask them, a function served by various kinds of interviews and questionnaires. The interview is a key data- gathering tool in many branches of the social sciences, most notable in anthropology and linguistic fieldwork. Interviews are more open to bias and inconsistency of various sorts than questionnaires: among other ways, through interviewers communicating their attitudes about the matter at hand (e.g., the importance of the language they teach to the interviewee's work) to interviewees, thereby influencing their responses: interviewees telling interviewers what they think they want to hear: and by interviewers leading respondents, asking different questions or the same questions in different ways, and unintentionally distorting data by filtering the way they report or interpret responses through their own perception

3. Questionnaire surveys

The advantages and disadvantages of questionnaires surveys are in large part the mirror image of those of unstructured interviews. Questionnaires, especially if mailed, group-administered or administered by third parties, can procure sizeable amounts of focused, standardized, organized data, potentially from a large sample of respondents, and do so relatively and quickly.

4. Language audits

A related use of questionnaires is to conduct a language audit. Language audits are difficult to define because in practice they often include some activities and produce some of the same data typical of a need analysis. However, whereas a need

analysis usually provides detailed information about the need of individuals, and occasionally of much larger social groups. A language audit takes institutions or organization as the focus of analysis and is usually conducted through a quantified general survey.

5. Participants and non- participants observation

Interviews and questionnaires involve informants (i) introspecting about tasks, and (ii) reporting on them, and researcher (iii) interpreting those data, these processes that can filter or distort even perceived reality. They respondents' perception, attitudes and opinions. Participant and non- participant observation have the advantages of allowing direct, in- depth, contextualized study of what participants actually do, of the activities of interest in their natural environment (natural, that is, except for the presence of the outside observer in the case of non- participant observation).

6. Test

Test of various kinds constitute another valuable option for the need analysis, but the kinds of tests available are as varied, and in some cases as problematic, as those employed for traditional assessment purposes. Few would deny that students in any kind of language teaching program should be tested using measures whose reliability and validity are established for the population concerned, (i) for diagnostic and placement purposes before a program begins, or where that is impossible, soon after it starts, and (ii) again before exiting the program, for their readiness to perform adequately in target domains.

2.8. 2Development Need Analysis

According to Civil Defence (2010) development needs analysis (DNA) is a process of gathering and analyzing information to identify where there are gaps between how a role should be performed and how it is being performed. As we have seen, performance is influenced by an individual's skills, knowledge and attributes, as well as the environment they work or operate within.

The aim of a DNA is to find out what is being done well, where there are any gaps, and to understand why these gaps exist. In other words, do the gaps exist because individuals lack specific skills, knowledge and attributes required for their role, or it is because of environmental factors? A DNA may show that any gaps are the result of a combination of both. These gaps are translated into development needs.

The first stage of a development needs analysis is to carry out an initial investigation to define the issue, and gain an understanding of the context and background. This information is used to define the purpose of the DNA and to inform the planning stage. Once the purpose of the DNA has been defined you are ready to plan the DNA. Evidence of robust planning will strengthen the validity of the findings and the rationale for any recommended courses of action. The intention is to provide a persuasive and compelling case to decision makers and stakeholders at the end of the DNA.

2.9Curriculum

Curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the

courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn. And usually Curriculum is very important in school and head master and teachers in school have responsibility about curriculum. Curriculum also has effect to students if Curriculum that apply in school so difficult the students will be difficulty to follow their lesson in school.

2.9.1 Definition of Curriculum

Abbott in <http://edglossary.org/hidden-curriculum> the curriculum is a set of plans and arrangements concerning the purpose, competence base, material standards, and the results of the study, as well as being used as a guide the learning activities to achieve basic competencies and educational objectives.

The structure of the curriculum is the pattern and Structure subjects which must be traveled by learners in the learning activities. Depth charge curriculum each subject at each unit of education in a competency should pour in learner-controlled in accordance with the load of the study contained in the structure of the curriculum. The competency standard comprises competence and basic competence developed based on standards of competence of graduates.

KTSP curriculum is an abbreviation of unit level education, which developed in accordance with the educational unit, potential schools/areas, social culture of local people, and the characteristics of the schools/areas, social culture of local people, and the characteristics of the learner. Ktsp is an attempt to improve the curriculum to make it more familiar with teachers, because they were many involved are expected to have

adequate liability. Sustainable curriculum refinement is a must in order for the system of national education always relevant and competitive.

KTSP developed by regarding to standard competencies and competency assessment guidelines as indicators in the determination of the graduation of students from the education unit, and standard content has passed Government, with explanation as follows; graduation competency standards (SKL) is passing ability qualifications include attitudes, knowledge, and skills. Depth charge is the curriculum at each educational unit in the pour in of competence at every level and the semester in accordance with national standards of education.

2.9.2The Basic Concept of KTSP

According to Mulyasa (2010 :19)In the national standard of education (SNP) section 1, paragraph 15) pointed out that in the curriculum unit level education (KTSP) is the operational curriculum compiled and executed by each unit of education. The arrangement was done by KTSP education with observe units and based on standards of competence as well as the basic competencies developed by the education standards (BSNP). KTSP Curriculum development strategies is to realize an effective, productive school and overachievers. The new paradigm is the KTSP curriculum development, which gives broad autonomy on each unit of the education and the involvement of the community in order to streamline the process of teaching and learning in schools.

In the KTSP curriculum development done by the teachers, principals, and School Board of Education Committee. in general the goal at implementing is to stand alone and KTSP empower unit education through the granting of authority

(autonomy) to prompt educational institutions and schools to conduct participatory decision extraction in curriculum development.

In particular the goal on the apply KTSP is to:

- 1). Improving the quality of education through independence and school initiatives in developing the curriculum, manage and leverage available resources
2. Raising awareness of the citizens of the school and the community in the development of a shared decision removal via curriculum
3. Increasing competencies between units of healthy education of quality education that will be accomplished.

Understand the purpose of the above, KTSP can be viewed as a pattern of new approaches in curriculum development in the context of regional autonomy is being rolled out. Therefore it needs to be applied by KTSP per unit of education

2.10 Student Worksheet Book

Student worksheet book is sheets book that are used as a guide in learning and provides work to be done by learners in a particular study. In addition student worksheet book as a support for increasing the activity of students in the learning process can optimize learning outcomes. Student Worksheet book is a student guide that is use to conduct an inquiry and problem solving

2.10.1 Definition of English Student Worksheet Book

Hetti in <http://www.kajianteor.com>. Student worksheet book is a sheet book that contains the tasks that must be carried out by learners. Student worksheet book as usually a hint, steps for completing a task, a task which he commanded in the activity sheet should be clear basic competencies that will be achieved.

According to the above sense then is student worksheet book as intangible sheet contains the duties of teachers to students who are adapted to the basic competencies and with the learning objectives to be achieved. Or it can be said also that is student worksheet as a work student guide is to facilitate students in the implementation of the activities of learning. teaching by using the student worksheet book in the teaching and learning process provides benefits, among other makes it easy for teachers to manage the process of teaching and learning, for example in changing conditions of learning which was originally centered on the teacher (teacher centered) became centered on students (student centered).

The learning-centered teacher one-way interaction will occur where the teacher explains, dictate, and ordered, while the students will only hear, record and comply with all orders of teachers. On the process of learning based on student interaction will occur between students with teachers, and each students because in this pattern of students obtain information from various sources, for example from a library, school or his observations of his own.

2.10.2 The Functionals of Student Worksheet Book

Hetti in <http://www.kajianteor.com>. Alternate purpose packaging material in form student worksheet are:

1. Student worksheet book to assist students to find a concept first popularized is student worksheet book as a phenomenon that is concrete, simple, and deals with concepts that will be studied. Student worksheet book as the load what should do include the students do, observe, and analyze.

2. Student worksheet book help students apply and integrate various concepts that have been found
3. Student worksheet book as a guiding function as learning is worksheet as containing questions or stuffing the answers are in the book. Students will be working on is worksheet as such if reading a book.
4. Student worksheetserves as reinforcement
5. Student worksheetbook as serves as a practical instruction

The benefit of student worksheet bookas other student activity sheet is can help teachers in directing their students to be able to find the concepts through its activities alone or in a workgroup. In addition, it is Student worksheet bookas can also be used to develop the process, develop a scientific attitude and arouses interest of students towards the natural surroundings. Finally Student worksheet bookalso facilitates teachers to see student success in achieving the goals of learning.

2.11Material Evaluation

McGrath (2013) argued that evaluation is a structured process to determine if a program produced the intended outcome. It is concerned with relative merit. There is not absolute good or bad, only degress of fitness for the required purpose. The evaluation process can be divided into four major steps, they are (Hutchinson in McGrath, 2013) :

1). Defining criteria

The teacher should use the materials evaluation process as a means of questioning and developing his/her own ideas as to what is required. It is also very important to have some kind of rank order of factors. It is almost certain that there

will be a conflict : one textbook might match criteria in terms of content and language areas, but another might have the more appropriate methodology.

2). Subjective analysis

Teacher can now present his/her own checklists of criteria for subjective analysis after define the criteria. This is not an exhausted list. Teacher may find other criteria which he/she feels are important. Teacher should make checklist of factors such as the audience, aims, content, and the methodology.

3). Objective analysis

Different to the subjective analysis, in objective analysis, the teacher should analyze based on the students needs. Teacher can also make checklist of factors of audience, aims, content, and the methodology.

4). Matching

After define the criteria from subjective and objectie analysis, the teacher can match the needs.

2.12 Previous Research

1. The Students' Need in Developing Learning Materials for Speaking Skills

In Indonesia Ampa, dkk (2013)

This research was aimed to explore the students' needs in the learning materials for speaking skills. The problems were what the students' needs in the learning English speaking skills which include the needs of contents, the learning media, activities of learning, interesting topics, and students' learning styles. The questionnaire was used to obtain data from the students.

The results of students' needs related to the aspects of speaking skills are mechanics which include vocabulary (92%), pronunciation (88%), structure (90%), and function areas are interaction (43%), transaction (92%), and performance (92%). Similarly, the analysis of the students' English proficiency towards the aspects of the speaking skills indicates that the level is only classified as average (56%). The results of analysis of learning media indicate that the students need printed materials (75%), videos (73%), audios (58%) and pictures (18%). Furthermore, the learning activities needed by the students are group interaction, discussion, dialogue, role play, and presentation, but what is mostly needed is dialogue activity (80%). Education topic is mostly interesting for the students (75%). Similarly, the learning styles used by the students in learning speaking are auditory, visual, and kinesthetic. Though the auditory learning style is most frequently used by the students.

2. An analysis of students needs in speaking material in English Achievement of tenth grade in senior high school Loyalty Sinurat (2015)

The data was taken from the students of SMA NEGERI 1 SIBOLANGIT in class X-3. The data were taken on date 21 May s/d 30 May 2015. The data in this study were acquired from qualitative data. The numbers of students were 40 persons and the researcher took all of students in one class then they were divided the questionnaires for answered. In this chapter the writer described the data about the students' needs of speaking material and whether the materials in English text book accomodate the students' needs of speaking material.

The students' needs in speaking materials in tenth grade in SMA Negeri 1 Sibolangit are the vocabulary needs 80 %, the pronunciation needs 62,5%, the

interaction needs 55%, the performance needs 50%, the transaction needs 47,5%,and the structure need 30%. The Vocabulary and Pronunciation were the students'needs in speaking material of tenth grade in SMA Negeri 1 Sibolangit.

2.13 Conceptual Framework

Reading is an activity with a purpose. A person may read in order to get information or control existing knowledge, or in order to critique a writer's ideas or writing style. The purpose for reading guides the reader's selection of texts. The reason for reading depends very much on the purpose for reading.

Whether the teacher uses worksheet, institutionally prepared materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

The materials are tool for a teacher in the teaching-learning process. It is something that can be presented and something that can be used for classroom activities. It provides the language elements such as grammar or list of vocabularies. However, in school-based curriculum teaching reading materials for eight grade of junior high school are recount text and report text. The teachers use student worksheet to make them easier to teach student outside the class.

There is no the best student worksheet to learn, but there will be suitable student worksheet that teacher should choose. Actually, reading material not only using student worksheet, other resources can be used in teaching reading. Creative teacher will be used other resources from the internet, newspaper, etc. it can make

students feel interesting in learning more. So, the teacher role is very important to be selective in choosing the material that suitable for their students' needs.

Student Worksheet enrich the students' knowledge, worksheet provides materials that can be developed by the teachers for teaching. It becomes a main source in teaching learning process by student worksheet, both teacher and students know what they have to do in class and what they have to reach in the end of the lesson. To find out the needs, teacher use observation, interview, and questionnaires. By use that we know the weaknesses of students in reading material such as in vocabularies, sentence truncation etc. teacher will do need analysis to students in reading material design by use reading material and sheet. Teacher gives sheets to students. So, it is can get learning model and the teacher will be knows what is Students needs in reading material.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

The research conducted by using descriptive qualitative research in fulfill the student's need in reading comprehension material. The data will be served in the form of description sentence not form of number. In addition in this research there is no control or experimental group.

This research is attempted to provide an accurate description about students needed material. This research seen the useful authentic material in reading comprehension and serve the result descriptively.

Qualitative data was to get the research objectives. The qualitative data consist of teachers', as well as students' comments and suggestions of improvement toward the developed module. The data collect was analyzed descriptively.

3.2 Participant and Place

The Participant of this research is the students who are in eighth grade of junior high school which is placed in SMP Methodist Kuala.

3.3 Object of Research

The Objective of this research is students who are in eight grade of SMP MethodistKualaand the teacher was interviewed to get some data about students' need.

3.4 Instrument of Data Collection

The instrument was used in this research are interview, questionnaires and observation. Interviews can be informal or more structured. We provide a list of possible interview questions and follow-up probes According to Gunning in Klingner (2007: 42). Gunning suggests that questions should not be asked all in one sitting but rather used flexibly and interspersed a few at a time in pre- and post- reading discussions. while Questionnaires provide a similar means of learning about students strategic processing. Because responses are written, the test can be group administered. Thus, they potentially provide a time-saving way to collect data.

Observations are an integral part of the assessment process and provide evidence of what children actually do rather than just what they say they do According to Bakker in Klingner (2007 : 46). There are multiple ways of conducting and recording observations. One approach is to use an observation checklist that includes various reading behaviors. The teacher or other observer simply notes which reading-related activities are observed and which are not.

3.5 Techniques of Data Analysis

Techniques in analysis the appropriate material are formed as follow :

- 1). Analyzing the students' need in reading comprehension material. The points that will be seen in analyzing students' need are vocabulary, syntactic pattern, and the authenticity of the reading comprehension text.

- 2). Gathering the information about existing material by doing interview and questionnaires to the English teacher at junior high school related to the reading comprehension material.
- 3). Evaluating the existing material to find the weaknesses.
- 4). Matching the material to the students needs.

CHAPTER IV

DATA AND DATA ANALYSIS

4.1 Data

The data were analyzed by using descriptive qualitative method. The qualitative data were gotten from questionnaires with 25 questions, result of interview and reading material in English student worksheet book of junior High School that published by Media Karya putra and compiled by Tim new star. There are two of reading texts were selected as the samples of this study by using random samling technique, they are; The lion and the mouse (Page 13) as Text I and Holiday in Borobudur (Page 24) as Text II. The study was conducted in one class to finding the data. The data were gotten from eighth grade of junior high school.

4.2 Data Analysis

The data analysis was used to describe the students' needs in eight grade in SMP Methodist Kuala and also situation of the class during the researcher took a research. In this study the writer was classifying the data on the needs analysis of reading material that have chosen by the students.

4.2.1 Needs Analysis

Needs Analysis is normally required before the materials are created. By means of need analysis, the writer establishes the needs by arranging them according to the priorities with reference to the data from questionnaires, interview and

observations. The writer got information on the situation in which a language is needed, the kinds of communication that were used are :

a. Target Needs

Target needs analyzed is an identification of the students of SMP Methodist Kuala about what is and what should be material in English student worksheet book. From the target needs identification, now the writer can decide what the learner needs to do in the target situation.

The needs of the students can be seen from the responds of questionnaires given to the students, it was obvious that students need English focused on reading skills (63,3%), followed by speaking (23,3%) as the second priority respectively. For more detail, it is shown on table 4.1.

Table 4.1 The Students' Needs of Language Skills

No	Language Skills	Total Response	Percentage
1	Reading	19	63,3
2	Speaking	7	23,3
3	Writing	2	6,67
4	Listening	2	6,67
Total		30	100

b. Learning Needs

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

people in around. The data from the questionnaires, interviews, and documents such as lessons taught in junior High School especially in eight grade class.

The writer got the data which show that the students needs on reading understanding. The students need to learn vocabularies and pronunciation to balance their knowledge and Many students not able to read text by using good pronunciation. Students also not able to understand the text well.

4.2.2 Data Analysis of Interview

Here are the lists of questions would be administrated to be the teachers :

1. According to you, which one the language skill needed by your students?

According to me language skills (speaking, reading, listening and writing) everything is important because interrelated between each other. Because students are expected to be able to speaking, reading, writing, and listening the text that using English

2. What are the topics taught?

Pronunnciation (Pronunciation and Emphasis of language)

3 Any difficulties faced by your students when studying in the class?

Difficulties faced by students is students don't have enough vocabulary to understand the lesson and the lack urge of students to read the text.

4. Whether the students able to understand the text in english student worksheet book?

With the guidance of a teacher, some students be able to understand the text of the Englishlanguage text. Most students must use the dictionary as a tool to understand the text on the English student worksheet book

5. What are their difficulty in understanding the text?

The difficulty students on mastery vocabulary is still limited

6. How your way to make the students able to understand the existing text in student worksheet book?

My way is by searching difficult words for students and make it becomes new vocabulary by it students begin to understand translate the texts

4.2.3 Data Analysis of Questionnaire

The questionnaire was given to students and they were asked to choose squarely for each sentence. Data collecting showed that students have lack in vocabulary and so they can't understand what is mean of the text in reading material on student worksheet. This is the closest answer to students' thought and knowledge should be checked in the questionnaire.

Table 4.2 Needs Analysis Questionnaire

Here are lists of needs analysis questionnaires

1. When did you get English lesson for the first time?

Level	Students' Answer	Percent
Kindergarten	15	50%

Elementary School	13	43.3%
Junior High School	2	6.66%

2. Have you ever got private of English lesson in out of school?

Yes/ No	Students Answer	Percent
Yes	24	80%
No	6	20%

3. If your answer yes, how long?

Level	Students Answer	Percent
3 months	5	16.6%
3-6 months	7	23.3%
6-12 months	8	26.6%
More than 12 months	10	33.3%

4. Whether English skill be the one of important need for you in your environment?

Yes/ No	Students Answer	Percent
Yes	28	93.3%
No	2	6.66%

5. How often do you using English as your daily conversation?

Level	Students Answer	Percent
0-20%	12	40%
20-40%	9	30%
40-60%	8	26.6%
80-100%	1	3.33%

6. What is your aim to study English?

The aim	Students Answer	Percent
Increase knowledge and get a good job	1	3.33%
To get a step up to the requirements of a higher level	4	13.3%
Able to communicate to others	3	10%
All	22	73.3%

7. How do you use English? In what situation it is?

The situation	Students Answer	Percent
Face to face conversation	15	50%
Giving explanation(oral/written)	12	40%
Speech Debate	3	10%

8. Where do you use english?

Place	Students Answer	Percent
In Home	0	0
In Market	0	0
In School	22	73.3%
In tourist attraction	8	26.6%

9. How do you study English in a week?

Level	Students Answer	Percent
One time	0	0
Twice	6	10%
More than twice	24	80%

10. Do you get improvement in your way of teaching what you received since the first time you studied English?

The Ability	Students Answer	Percent
Nothing	0	0
Less	0	0
Yes	28	93.3%
Enough	2	6.66%

11. What are your difficulties in studying English?

The Ability	Students Answer	Percent
Listening and understanding English conversation	7	23.3%
Speaking English	17	56.6%
Understanding text in English textbook	4	13.3%
Writing	2	6.66%

12. Are you able to communicate with English?

The Ability	Students Answer	Percent
No	11	36.6%
Yes	8	26.6%
Dislike	11	36.6%
Very capable	0	0

13. What are your difficulties in speaking to others with English?

The Ability	Students Answer	Percent
Difficult to understand conversation of others	11	36.6%
Difficult to make a sentence that will be spoken	12	40%
Difficult in using vocabulary clearly	7	23.3%

14. Are you able to read / understand text in English?

The Ability	Students Answer	Percent
No	0	0
Disable	17	56.6%
Able	13	43.3%
Very capable	0	0

15. What kinds of text have you read?

Kinds of text	Students Answer	Percent
Report text	7	23.3%
Memo	0	0
Article	0	0
Correspondence	0	0
Note	12	40%
Narrative text	11	36.6%

16. What are your difficulties in understanding English written texts?

The Ability	Students Answer	Percent
Difficult in understanding vocabulary	8	26.6%
Difficult in understanding pattern of word	8	26.6%
Difficult to concludes the text content	14	46.6%

17. Are you happy in reading English text?

Feeling	Students Answer	Percent
Yes	25	83,3%
Less happy	5	16,6%
No	0	0

18. Why are you happy?

Feeling	Students Answer	Percent
Story of the text is interesting	13	43,3%
The text is easy to understand	0	
I understand content and storyline in the text	0	
The text giving many information about my environment		

19. Why are you not happy?

Feeling	Students Answer	Percent
Story of the text is not interesting	0	0
The text is difficult to understand	9	30%
I don't understand content and storyline in the text	0	0
The text is not about my environment	8	26.6%

20. What are your difficulties in understanding English conversation?

The Ability	Students Answer	Percent
Difficult in understanding conversation others	3	10%
Difficult in understanding pattern of sentence that will be spoken	4	13.3%
Difficult in understanding speech sound clearly	19	63.3%
Difficult in understanding vocabulary	4	13.3%

21. Should We have the same ability with our interlocutors in using English?

Yes/ No	Students Answer	Percent
Yes	22	73.3%
No	8	26.6%

22. What are the factors that encourage you to learn English?

The Factors	Students Answer	Percent
Obligation of school	4	13.3%
Importance study english nowadays	17	56.6%
I'm happy to study english	9	30%
Willing of parents	0	0

23. After study English, how do you feel toward English ?

Feeling	Students Answer	Percent
Really like	8	26.6%
Like	6	20%
Do not like it much	16	53.3%
Don't like	0	0

24. Are you able to tell story about animal in English?

The Ability	Students Answer	Percent
Yes	7	23.3%
Disable	19	63.3%
No	4	13.3%

25. Are you able to describe about animal in your around in English?

The Ability	Students Answer	Percent
Yes	11	36.6%

Disable	17	56.6%
No	2	6.66%

4.2.4 Material Evaluation

In evaluating existing materials, things that were done in matching the existing materials to students' needs stated before part. Existing materials used in SMP Methodist Kuala is taken from "English" book published by Media Karya Putra. Therefore, evaluation to existing materials is needs to be done.

External evaluation is done by considering the following points :

1. Students need to get the materials involving their real life and devised appropriately for them so that they can motivate the students. Concerning with the book used in SMP Methodist Kuala, and supported by interview result with teacher, the materials do not succesfully motivate the students. They are more eager to study by using material that teachers created or taken from internet,or magazine and they are like story picture than materials in the book.
2. The competence level should be carefully. The materials used in SMP Methodist Kuala are properly for grade eight (as limitation of the research).
3. The context in which the materials are to be used is considered. As clarified before, Kuala deals with trade. Most of citizens are trader. Therefore, the materials actually should concern with trade. Meanwhile, the materials used in SMP Methodist Kuala does not concern whit this. The topics discussed in the

book are The lion and the mouse which are not contextual. Thus, the students' need on this point is not fulfilled.

4. Student need materials which are based on curriculum. Curriculum (KTSP) in reading skill is to understand situational meaning and rhetorical staged in Recount, narrative, descriptive, analytical exposition and hortatory exposition reading text with pressure on ideational and textual meaning clarified in the text. After analyzing the existing materials, the book used is already suitable with the curriculum. In this point, the students' needs on it are already fulfilled.

Internal evaluation of existing materials for SMP Methodist Kuala is done in the following ones.

1. The presentation of the skill in the material. The students need to have materials in which all the language skills are working. The materials used in SMP Methodist Kuala include listening, speaking, reading, and writing skills. Although, as limitation, this research just focus on reading skill .because it, the students' needs in this point are fulfilled.
2. The quality of the text reading ability not to many skills fused. Although there are four skills in the existing materials in SMP Methodist Kuala, but they stand alone. Whereas, they should be fused overall. Thus, the students' needs in this point are not fulfilled.
3. The appropriate material for different learning styles. The materials should be applicable in every learning style. From interviewing the teacher, existing

materials can be applied for different learning styles. Therefore, the students' needs on this point are fulfilled.

4. Motivation effect to both students and teacher are same. Teacher interviewed said that materials seem interesting for the teacher but can not motivating for the student. Because it, students' needs in this point has not fulfilled.

The overall evaluation is considered following :

1. The usability factors. The materials in SMP Methodist Kuala can be used because it is already based on curriculum and the syllabus. Because it the students' needs on it are already fulfilled.
2. The adaptability factor. SMP Methodist Kuala needs authentic materials that load local wisdom. Although, the materials are not modified for local situation. Because it, the students' needs on this point are not fulfilled.

The conclusion of evaluation existing materials in SMP Methodist Kuala is shown on table 4.3

Table 4.3 Evaluation of Existing Materials

Evaluation	Criteria	Fulfilled () or Unfulfilled (x)
External Evaluation	Involving Students' live	X
	Competence level	
	Contextual materials	X
	Appropriate to curriculum (KTSP)	

Evaluation	Criteria	Fulfilled () or Unfulfilled (x)
	Integrating Language, Learning process, and learners	X
Internal Evaluation	Skillpresentation in materials	
	Integrated Skills	X
	Suitable for different learning style	
	Motivating both students and teacher	X
Overall Evaluation	Usability (based on curriculum)	
	Adaptabilty (modified for local circumstance)	X

After evaluation of the existing materials, it was conducted that there is a need to developing teaching materials because the existing materials have not fulfilled most students' needs yet.

Having collecting the data taken from students' need analysis questionnaires, the analysis was conducted to match the students' needs to reading material in English student worksheet book.

1. Text I

The Lion and The Mouse

Once upon a time the lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up

“ please spare me, oh, king of the jungle. If you do, I will do something for you one day!” begged the mouse.

What! How could a tiny creature like you ever do anything to help me? Ha! This is really very funny,” laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good.

Several days later, when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not release himself. When he was about to give up, the little mouse came. He gnawed at the ropes of net and then said, “ didn’t you once laugh at me for being little? Look!

How I have saved your life today.”

The lion said gently, “ thank you, good mouse, you did help eventhough I am big and you are little .” then the lion continue said. “ I see now that kindness is always worthwhile

2. Text II

Holiday in Borobudur

Last Holiday, some friends and I went to Borobudur temple in magelang, central java. Is is very famous temple all over the world for its construction and size. So, we all tried to arrive to the top of the temple, that was the eight level terraces and distance as 4,8 km from the base. It was not easy and made us tired.

When we got down from the temple, we met a foreigner lady with her two year- old daughter. We guessed she was an American or an Australian. Then, we came to her and said that her daughter is beautiful and very funny. She smiled and said that the word” funny” is not appropriate. It can have a negative meaning. So, you had better say” cute “ instead. We all said sorry to her because of our inappropriate word.

Based on the material text I, it should not about The Lion and the mouse. Because it not suitable with their environment school. But some students are interesting to know about the story because they never hear about the story. But some students also be bored because the already hear about the story. But students also can't understand what is tell about in the material because some of the words in the material are difficult for them.

Based on the material text II, the place should that ever they are visited. For Example in Toba Lake or Bukit Lawang. They are bored and not interesting because they never go to the place. They are ever hearing about Borobudur Temple but they never go to there. So the students got confuse. But there any students also interesting for the text. And they hope, one day they can go to the place,

4.3. Research Finding and Discussion

Existing material is good enough to Junior High School and curriculum. In addition special preparation is necessary, which can be time consuming, if we use authentic material. And the students know that the knowledge is not just what on their surroundings but also the knowledge of world today.

In compared, using authentic material in classroom, even when not done in an authentic situation , and provided it is properly situation teaching learning, is important for many reasons, between which are :

a. Students are exposed to real facts. Authentic reading materials provide examples of language as it is really used.

- b. Authentic materials keep students to give information about what is happening in their surrounding.
- c. Student worksheet book often do not include significance of students' need.
- d. Language change is gave in the materials so that students and teachers can keep of such changes.
- e. They can convey reading for happiness because they are like to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class..
- f. Clearly, the most fact reason for giving students reading material is extend to be better readers in English. It is clear that the more reading we give them better they will become good readers in English.

But we can close our eyes that authentic materials become out dated easily so it needed to consider often. We should aware to the readiness or eagerness power of the text because if student can guest over all about the text it makes student do not have eagerness to read.

Such as, to confront this problem as the professional teacher, we must prepared the lesson plan well and we must be able how to make our students be interested to the lesson. so we can teach based on what students need and what happened in our environment. It is wished between teacher to have gathering and they can discuss what material should be used in the school, so the teacher can have

mutual sharing. Because whatever the topic talked about the topic should include some peculiarity such as grammar that will be learned later on. It should consider the students' need and the standard competency that should be achieved by students and what is that can be achieved by the students.

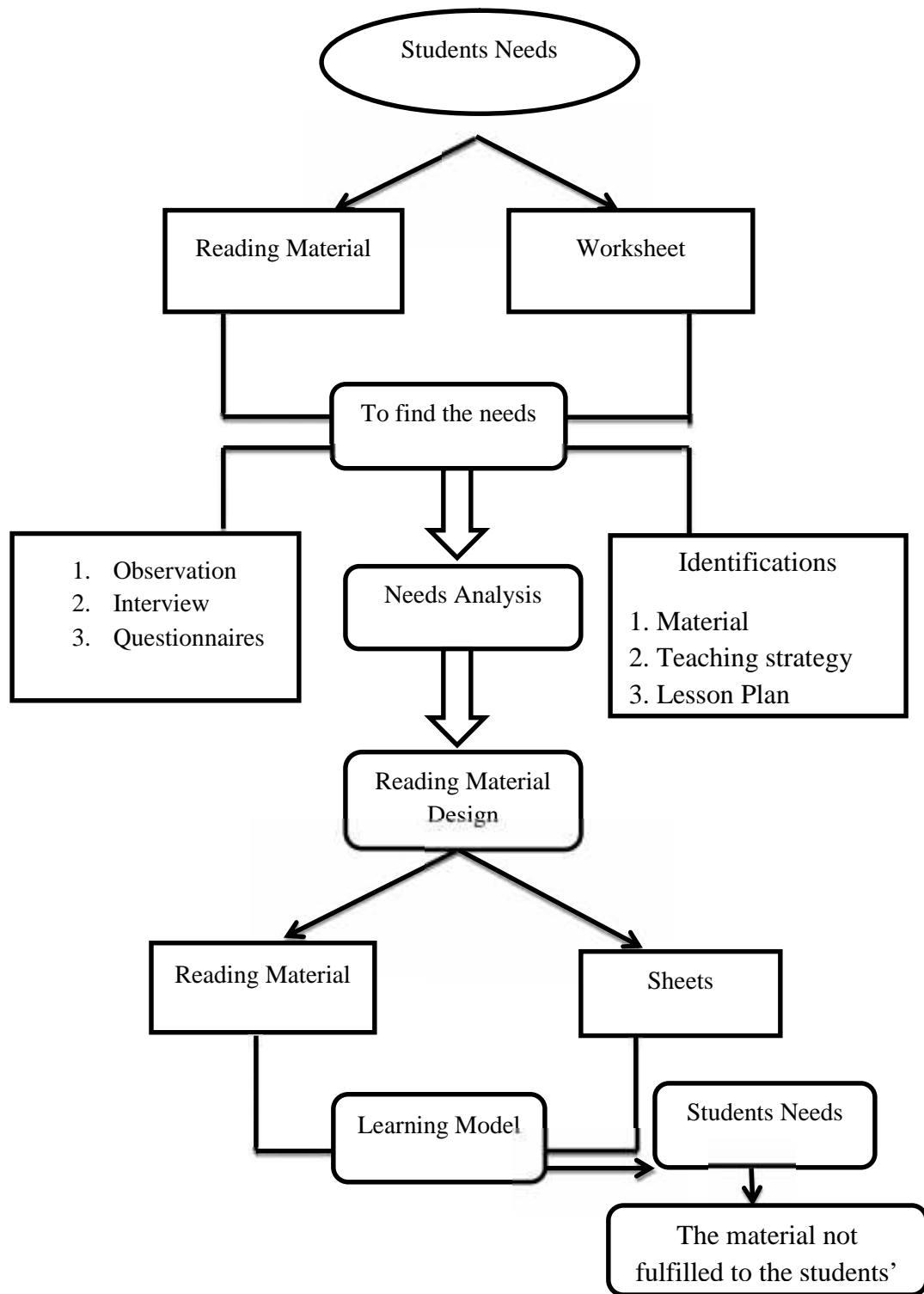


Figure Framework of Students Needs of Reading Material In An English Student Worksheet Book (Sari Mutiara Br Sembiring, 2016)

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

After getting the results of this study, the writer concludes that. there are the condition of learning process of eighth grade students of SMP Methodist Kuala The conclusions of this study are the following:

1. English teacher, the condition of learning process is not appropriate for the teacher, so it needs the improvement by developing teaching reading material in teaching which is related to the students' needs.
2. For the students, the existing reading materials are too general and not right for the students because the materials are not relevant to the students' needs. Students prefer to learn English in their situation 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.
3. For the further researcher, to analyze students' needs they can improve their knowledge about students' needs in reading material.

5.2. Suggestions

1. Teachers

Teachers should think about the needs of the students in command 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, the teacher must think about strategies, how to make students be interested and not bored for the material. teacher also should be creative to create their material and teacher not only focus to hand book. because the materials in the book are not suitable to the students' needs.

2. Institution

The institution should control the teachers they have in using the materials the teachers use. Institution also have to contribute the books to the schools which are suitable to their needs, in order the students can understand the materials well so the students can apply it in their life.

3. Other researcher

It is finally suggested that other researchers should guide further studies on analysis of students' needs of reading materials in an english student worksheet book, which has a very close reference to the students' needs.

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