CHAPTER I
INTRODUCTION

1.1 Research Background

English language learning is closely related to reading activity. Alyousef (2006) stated that reading is process where readers construct meaningful representation of a text. In other words, it is an interactive process between readers and text. Similarly, Takaloo and Ahmadi (2017) mentioned that reading competency as an active and communicative process among readers, the text, the reading activity, and the larger socio-cultural context for reading. It reveals that readers can construct an interpretation from a context of a text through certain reading activity.

In the term of English language learning, reading is constructed as receptive skill. Reading as receptive skill has a role for decoding the message of a text or other information (Sheth, 2015), which is important in English language learning. The main purpose of language learning is to achieve a successful communication (Azarnoosh, 2009), and communication involves a process of sending and receiving information (Müller et al., 2008). Due to this process, reading comprehension is needed for receiving information in order to reach a successful communication, specifically communication in English language. Additionally, Sadiku (2015) mentioned reading as enjoyable way to gain knowledge. Students can gain knowledge from various written materials.

EFL students are expected to achieve reading competency due to the importance of reading for them. Although formal learning have run for years, Indonesian EFL students' reading competency has not been attained satisfactorily as expected. PISA (Program of International Student Assessment) has assessed and reported Indonesian students' performance on reading. The latest assessment was done in 2018. PISA reported that Indonesian students' reading mean score was 397 (Schleicher, 2019). This score led Indonesia to the 72nd rank out of 79 countries. The mean of reading performance declined between 2015 and 2018, which means that most students became weaker on reading (OECD, 2019).

This report was reflected from the result of preliminary research conducting in SMA Negeri 1 Kediri. The researcher distributed single-item questionnaire in order to find out which language skills that students lacked of. As the highest percentage, 42.5% of students stated that they lacked of reading. Besides, the researcher observed how the teachers conducted the learning. Based on the observation, the teachers provided language resources that focused on the topic only. Moreover, the follow-up activities were designed to ask students to create something based on topic. The students could only read about the definition of the topic and certain characteristics to build the topic. The teachers did not provide text related to the topic that could be used to develop students' reading comprehension. It was found that the teachers provided less reading activity for their students.

Based on the result of the preliminary research, supplementary materials could be useful to answer the issue. Spratt et al. (2011) stated that supplementary material is additional material that could be used for giving extra language and skills practice to students. Due to its advantage, supplementary reading materials needed to be provided for eleventh grade students at SMA Negeri 1 Kediri. Supplementary reading materials would be expected to give reading activity for the students.

The supplementary reading materials for eleventh grade students at SMA Negeri 1 Kediri should be suitable for online learning. Due to COVID-19 (Coronavirus Disease) pandemic, teaching and learning process should be conducted through online learning. The implementation of online learning would involve the use of ICT (Information and Communication Technology) to conduct the learning process. It indirectly required ICT-based materials as supplementary reading materials.

Regarding to this background, the researcher developed supplementary ICT-based reading materials in the form of webpage. The product in the form of webpage would be easily accessible through a link. Moreover, the product in the form of webpage would omit the barrier about the difference of device among the students. The students could use smartphone with android system and iOS; and computer to access to supplementary materials.

1.2 Problem Identification

Reading competency is important to be achieved by EFL students. Due to the purpose of language learning is to achieve a successful of communication (Azarnoosh, 2009), reading is an important part in receiving the information in a communication. However, PISA reported Indonesia had low reading achievement (Schleicher, 2019). This phenomenon were also reflected from eleventh grade students at SMA Negeri 1 Kediri. 42.5% of the students stated that they lacked of reading. Besides, the teachers provided less reading activity for the students. The students needed additional reading practice while online learning had been implemented.

1.3 Research Problems

Based on the background above, the research problems were formulated as follows.

1.3.1 What topic that should be developed in supplementary ICT-based reading materials for eleventh grade students at SMA Negeri 1 Kediri?

1.3.2 How should the supplementary ICT-based reading materials be developed for eleventh grade students at SMA Negeri 1 Kediri?

1.3.3 What is the quality of supplementary ICT-based reading materials for eleventh grade students at SMA Negeri 1 Kediri?

1.4 Research Objectives

Based on the research problems, the purpose of the study can be stated as follows.

1.4.1 To find out the topic that should be developed in supplementary ICT-based reading materials for eleventh grade students at SMA Negeri 1 Kediri

1.4.2 To find out how the supplementary ICT-based reading materials should be developed for eleventh grade students at SMA Negeri 1 Kediri

1.4.3 To find out the quality of supplementary ICT-based reading materials for eleventh grade students at SMA Negeri 1 Kediri

1.5 Research Significance

This study is expected to give theoretical and practical significance. The theoretical and practical significance of this study can be described as follows.

1.5.1 Theoretical Significance

This research is expected to give significance contribution to the development of ICT to create interactive materials, specifically in creating reading materials.

1.5.2 Practical Significance
   a. For the students

   This study is expected to support students in achieving reading competency. With the use of this supplementary ICT-based reading materials, the students could learn through interactive materials toward computer or mobile phone.
   b. For the teachers

   This study is expected to be one of significance input for English teachers especially in helping them to provide appropriate reading materials. The teachers can this supplementary ICT-based reading materials in their class in order to make learning process more attractive.
   c. For other researcher

   This study is expected to be used as a reference for other researches that would concern in similar topic as observed in this research.

1.6 Research Scope

This study was limited to the development of supplementary ICT- based reading materials for eleventh grade students at SMA Negeri 1 Kediri. The product was in the form of a webpage. The topic of the materials were limited to formal invitation text, analytical exposition text, and personal letter text that are mentioned in English syllabus for senior high school.