## **CHAPTER I**

## **INTRODUCTION**

#### A. Research Background

Homegrown material is the material formed in certain subjects, certain students by teachers with resources that can be used within a certain time, the atmosphere of material homegrown is like at home. Material changes in order to improve or to make the material more suitable for certain types of subjects. Such as reducing, adding, changing, most teachers modify to maximize quality of books.<sup>1</sup>

Textbook is a resource for teaching both productive and receptive skills. it is not surprising that some of the teachers' use textbooks many teachers lack of experience and confidence to prepare their own material and rely on textbooks to reduce their burden. Some experienced teachers just follow what is presented in textbooks, while another added with the use of "or other sources.<sup>2</sup>

The application of homegrown material is materials refer to material developed locally by a particular teacher or group of teachers for a particular course, a particular group of students and with the resource available at a particular time. As opposed to published materials, they are also referred to as

<sup>&</sup>lt;sup>1</sup> Jeremy harmer, *The Practice Of English Language Teaching*, (Malaysia: Pearson Education Limited, 2006), P: 151

<sup>&</sup>lt;sup>2</sup> Graver, K, (2000). *Designing language course: A guide for teacher*.Boston, MA:Heinle, Cengage Learning

tailor-made material, locally produced material, self-designed materials, internal materials, internal materials, homemade materials or homegrown materials.<sup>3</sup>

Material adaption is making changes to material in order to improve them or to make them more suitable for a particular type of learner. Adapting can include reducing, adapting, omitting, modifying and supplementing. Most teachers adapt material every time they use a textbook in order to maximize the value of the book for their particular learners.<sup>4</sup>

One way to adapt materials is to rewrite reading texts and grade the language accordingly for different levels. Teachers should ideally have all the time to prepare for their classes this can be the perfect solution. However, the reality is that, this sort of adaption is extremely time consuming and not many teachers can actually go to this length to adapt materials for mixed level groups. Another problem that can arise with this sort of adaption is that it can be awkward to give out different texts to different students. There is a danger that they will immediately realize that they have been labeled weak or strong students and, in the case of students who are weaker, this will no doubt effect their motivation<sup>5</sup>

In the pre-research, it was found that prior to using homegrown ingredients, mostly junior high school student class VIII of the school rarely

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<sup>&</sup>lt;sup>3</sup> Ibid

<sup>&</sup>lt;sup>4</sup> Tomlinson, B.1998.In Tomlinson, B. (Ed.) , *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

<sup>&</sup>lt;sup>5</sup> Jo Budden., *Teaching English: Adapting Materials for Mixed Ability Classes*, London, 2008, <u>https://www.teachingenglish.org.uk/article/adapting-materials-mixed-ability-classes</u> accessed on April 21,2016)

read in English although they have learnt it since they were in the elementary school. The students have the lowest score in English based on the students' score, the students had less motivation in teaching and learning process so the most of them dislike learning English, and also the teaching and learning process tend only to use conventional method especially to reading. So the most students are not interesting in reading using the target language. Even though, they have something in their mind when they deliver their ideas, they do not have self confidence since they are afraid of making mistakes. It is also found other psychological factors, such as anxiety, nervousness, fear, and shyness that became handicaps of the students.

However, the teacher of the EFL seems difficult to find the appropriate strategy to improve the students' teaching reading.<sup>6</sup> From those problems, it needs to create teaching and learning process that can facilitate students to learn English easily. The process should be prepared to make the students active and creative in order that teaching and learning process is effective and pleasant. The teachers can use the technique to enhance the students' ability in reading.

The researcher expected homegrown material can be good and useful techniques to improve students' reading comprehension. This study focuses on teaching reading through homegrown materials. This because, reading is the prior problem faced by most of students at MTs Unggulan Al-Jadid Waru Sidoarjo. Research only uses the descriptive text as the material.

<sup>&</sup>lt;sup>6</sup> Drs. Moch. Uzer Usman, *Menjadi Guru Profesonal*, (Bandung: PT.Remaja Rosdakarya, 1990), P.50

Homegrown material is included non authentic materials, specially designed for the purpose of learning, the language used in it is artificial, and they contain well-formed sentences all the time, useful for grammar.<sup>7</sup>

Authentic materials language data produced for real life communication purpose, they may contain false starts and incomplete sentences, and they are useful for improving the communicative aspects of the language. Authentic materials include newspapers magazines, radio, television/video and internet.<sup>8</sup>

The previous study which has been read by researcher is about the effectiveness of using authentic materials in teaching reading comprehension. Authentic material here is limited on the material that suitable with the themes, the first research Suciana Dwi Nurlita grade student of SMA 1 Durenan in the second semester. This research is totally different from previous study. This research only focuses on one type of students The material also is based on the current curriculum being used. Some of the authentic materials that used are letter, advertisement, news item, narrative story and procedure or guideline of doing something. Besides that, the other previous study is Using Authentic Materials in the Foreign Language Classroom: Teachers' Perspectives in Saudi Arabia: Participants, Procedures and Instruments. By: Enas Al.Musallam. P. David Pearson in their journal by The CIERA School Change Project: Supporting Schools as They Implement

<sup>&</sup>lt;sup>7</sup> Adam,T, *What Makes Material Authentic*? (ERIC Document Reproduction Service No.ED 391389, 1995)

<sup>&</sup>lt;sup>8</sup> Miller, L. Developing Listening Skill with Authentic Materials. *ESP Magazine, 6(1),* 2003, P:16-19

Home-Grown Reading Reform. Both of those researches are different from this research. This study is different from those researches. This study observes the effective is the implementation of homegrown material in teaching reading at MTs Unggulan Al-Jadid Waru Sidoarjo.

Finally, the research purpose of this research is to analyze the Teaching Reading Through Homegrown Material at MTs Unggulan Al-Jadid Waru Sidoarjo

## **B.** Research Questions

- 1. What is homegrown material in teaching reading at MTs Unggulan Al-Jadid Waru Sidoarjo?
- 2. What is the effect of the implementation of homegrown material in teaching reading at MTs Unggulan Al-Jadid Waru Sidoarjo?

## C. Objectives of the Study

Related to the problem above, the research has formulated the major objective of this study. It is to describe the students, Teaching Reading Through Homegrown Material at MTs Unggulan Al-Jadid Waru Sidoarjo

- To find out reading materials Through Homegrown at Mts Unggulan Al-Jadid Waru Sidoarjo.
- To find out effect the implementation of homegrown material in teaching reading at Mts Unggulan Al-Jadid Waru Sidoarjo.

#### **D.** Significance of the Study

1. The student

This study is useful for students into spirit of learning by using homegrown reading material.

2. The reader

This study is useful for the reader get new information about homegrown material.

3. The English teacher

This study can be useful for English teacher to find out and select the material that will be used to teach reading comprehension in order to their students have better understanding

# E. Scope and Limits of the Study

This scope of this research is students' teaching reading through homegrown materials. There are five stage; planning, trialing, evaluating, classifying, record-keeping. This study only focuses on homegrown materials one type of students the material also is based on the current curriculum being used. This because, reading is the prior problem faced by most of students at MTs Unggulan Al-Jadid Waru Sidoarjo. Researcher only uses the descriptive text as the material.

### F. Definition of Key Terms

1. Teaching Reading

Teaching reading in this case, Homegrown material is preparing materials themselves as support for teaching assignments based, exercise creativity and not only brings several important benefits to the learning process.<sup>9</sup> Teaching uses homegrown material will be motivated in teaching and learning process and to be active and creative to build the effective teaching and learning process.

### 2. Homegrown Material

Implement of the materials to improve the reading skills of students. The difference in teaching reading in general, material homegrown great atmosphere at home



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<sup>&</sup>lt;sup>9</sup> https://www.englishforums.com/English/AboutHomegrownMaterials/Inc/post.htm