

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, objective of study, significance of study, and definition of key terms.

A. Background of Study

In process of learning teacher should be ready with everything such as prepare the material for today's schedule, provide some tools (perhaps) and etc. In millennial era, teacher must master everything about digital. Whereas, some of school cannot follow this digital era, some school still used the traditional material to learn. The book also really needed than a smartphone that usually used in this digital era. Thus, teacher in the corner place school still used the textbook and handbook in the process of teaching and learning English.

According to surah An-Nahl verse 125, explained about the process of da'wah that did by Muhammad peace be upon you. In this verse tell us about there are many methods of teaching someone about something. One of them is using some media that help the process of learning. In addition, this verse command us as the teacher to give true information and if others debate it, show them all the proof that Allah has shown.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ
وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ
عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

Nurliana (2019, p. 86) stated that English teachers in Textbooks believe that the education and learning process cannot be carried out effectively without textbooks. Some English teachers say that textbooks need to be closely linked with supplementary material to meet student needs. On the other hand, English teachers who are against textbooks believe that using textbooks is a waste of time. The English teacher also considers direct and indirect issues that affect the use of textbooks. However, in English textbooks, textbooks play an essential role in the teaching and learning process of English, but teachers also say that textbooks hinder teaching. Variations, teachers use language textbooks English either as a starting point for their education or simply as a tool, but not as a central point for their teaching.

The following are some benefits of using textbooks in the teaching and learning process, by Richards J. (2015, p. 2): 1) It offers a structured curriculum that is planned and produced methodically. 2) Encourage education to become more standardized. 3) A quality test has been conducted. 4) They provide various educational materials. 5) It works well. 6) Able to offer a useful input language and model. 7) It can educate new educators. 8) Appealing to the eye. However, textbooks also have a negative impact on the education and learning process. These side effects are 1) May contain non-original words. 2) There is a possibility of misinterpreting the content. 3) May not reflect student needs. 4) Can reduce teacher skills. 5) Requires a fee to purchase. To overcome the negative impact of using textbooks in teaching and learning, teachers sometimes use supplementary materials in teaching and learning English activities.

Based on Darmayanti, V., Syahrial, S., & Yunita, W. (2021), Supplementary material is material from another source or any other material designed to support the teaching and learning process. Moreover, supplementary materials are not only useful for students but also for teachers. In addition, Darmayanti, V., Syahrial, S., & Yunita, W (2021) stated that supplementary material has several benefits, which are: fostering creativity, encouraging student interest, breaking up monotonous classroom activities, encouraging English situations, improving language skills, and communication skills, leading to teamwork.

Supplementary reading materials are often used as a complement to traditional classroom instruction of English by teachers in a number of junior high schools in Parenggean, given the numerous benefits of doing so. In addition to using the government-provided English textbooks, English teachers also employ extra material in the classroom, according to early observations made by researchers during teaching practice at *Mts Al-Fajar Parenggean*. Additionally, it was seen through student interviews that in addition to the government-provided textbooks, students still required the use of supplemental materials to improve their understanding of learning English.

Based on the above statement, the use of supplementary material in the classroom is consequential for teachers and students. This study was conducted to investigate what supplementary materials were used and how they were implemented in the classroom with the title **“A Study of Supplementary Material used by English Teacher on Teaching Ninth Grade Students in Mts Al fajar Parenggean”**

B. Definition of Key Terms

This part contains of the definition of term used in this study in order to avoid misunderstanding and misinterpretation. As define as follow:

1. Textbook

The textbook is one kind of education book containing descriptions of material about the subject or definite field of study, which is arranged systematically and selected based on the applicable curriculum, specific objectives, learning orientation, and students' development to be assimilated.

2. Supplementary Material

Supplementary material is a teaching resource other than the primary textbook used to strengthen, enrich, or broaden students' understanding of the material being taught, usually supplementary materials contain knowledge that the primary textbook does not develop or address in detail.

C. Research Question

In this section, the researcher would include the primary issues that need to be looked at and use the research methodology used in this study to determine the solution. The research questions are:

1. What supplementary materials are used in learning English activities in ninth-grade students of Islamic Junior High School?
2. How does the implementation of supplementary material during learning English activities for ninth-grade students of Islamic Junior High School?

D. Objective of Study

In objective of study, researcher would present what is the aim of this study.

This part is the goals of research question, the objectives of study are:

1. To find the supplementary materials are used in learning English activities in ninth-grade students of Islamic Junior High School.
2. To investigate does the implementation of supplementary material during learning English activities for ninth-grade students of Islamic Junior High School

E. Significance of Study

1. Theoretical

Theoretically, this research will contribute to the development theory in teaching English especially related to the use of supplementary material.

2. Practical

Practically this research will become beneficial for students, teachers, and future research;

- a. For the teacher

This research will be helpful in high school English teachers as a consideration in choosing supplementary materials that are suitable for the conditions of the school and students. By knowing English supplementary materials suitable for teaching English in junior high schools in their classroom, teachers will be able to create meaningful learning activities for students.

b. For future research

This research will become developing prototype learning resources for supplementary materials to support language teaching and learning at junior high school in Parenggean.

