CHAPTER II

LITERATURE REVIEW

This chapter elaborates the reviews of related literature used in this particular study. This aims at providing some information concerned with the key terms the study and presenting supported previous studies. It covers overviews of the definition of developing, reading material, Junior High School, the definition of independent curriculum.

A. Material Development

1. Definition of Material Development

The process of developing a reading instructional module based on a needs analysis is referred to as material development. The purpose of the reading module is to meet the comprehension needs of students. Kitao (2007) stated that material development is a process of developing existing materials because there are some items of the existing materials which needed to be added or eliminated. Because the role of teaching materials as the center of instruction in teaching learning process, they need to be prioritized. Nuttal (1996) gave three main criteria when developing the new English reading materials and used them in the classroom. The important factors that Nuttal mentioned above such as (1) suitability of the content, (2) authenticity, (3) readability.

2. The Steps of Material Development

Based on the statement of Borg and Gall (1983:772) in Latief (2011:171), an Educational Research and Development is a research that aims to develop and validate an educational product. The researchers applied research and development from Borg and Gall (1983, p. 772). There are ten steps in conducting

educational research and development as follows: (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, and (10) Dissemination and implementation.

B. Reading Material

1. Definition of Reading

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. It is the process results from the negotiation of meaning between the text and its reader. Experts define reading in some ways. Harris and Sipay (1980) define reading as a receptive language process. It is a psycholinguistics process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which reader constructs.

Similarly, Reading is a basic skill that will empower everyone who learns it. The readers will be able to advantage from the store of knowledge in printed material. And also, the readers be able to contribute their knowledge. As a good teaching process, it enables students to learn to read and read to learn (Elizabeth, 2003: 21).

Based on the theory above, the writer concludes that reading is a basic skill that will empower everyone who learns it. The reading process can make the reader active. it is a fluent process that involves the reader. The reading material can build meaning. By reading, people can develop their knowledge about any kind of information, adding new vocabularies, enjoying literature and so on.

2. The Purpose of Reading

Reading is an activity with the purpose. A person may read to learn new information, confirm what they already know, or to criticize a writer's ideas or writing style. Reading can also be done for fun or to learn more about the language being read. According to Nunan (1999: 251) suggest that there are seven main purposes of reading: to obtain information for some purposes or because we are curious about some topic, to obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works), to act in play (play game, do a puzzle), to keep n touch with friends by correspondence or to understand business letters, to know when or where something will take place or what is available, to know what is happening or has happened (as reported in newspaper, magazines, reports), and for enjoyment or excitement.

3. Type of Reading

As we know, there are many types of reading. Here the writer quotes some types of reading according to Ueta (2005: 10-11), they are as follows:

a. Skimming

Skimming is a reading technique that can be used by the reader to read text quickly. The reader runs their eyes when read a whole text to get the information. Besides that, many techniques can be used by the reader. One of them is SQ3R technique (see, for example, Nuttall, 1996; Brown, 2001) starts with skimming the words on text for an overview of the main ideas, and then the readers more focus on reading. It is part of the reading task. By introducing new lessons in the text reading material, it is more desirable to start with skimming. The reader can interpret the text word by word, or sentence by sentence to improve reading skills.

b. Scanning

Scanning is also a reading technique that can be used by the reader to get information from text without reading the whole text. The scanning technique is a useful skill especially in daily life, for example in looking for a telephone directory, reading a timetable for getting information quickly.

c. Careful reading

According to Urquhart and Weir (1998), by using reading the learners can study. The learners attempt to get detailed information in the whole text. Thus, the reading rate seems to be rather slower than other types of reading. Readers often require rereading and inference to connect information with background knowledge is needed.

d. Browsing

Browsing is the sort of reading where readers do not have any particular goals for reading. Parts of a text may be skipped fairly randomly, there is little need to integrate the information. A lot of us often browse magazines and newspapers just for fun. In the classroom, students have few opportunities to browse English articles. It might be desirable for teachers to store supplementary English material for browsing and provide some opportunities to browse them.

e. Reading for General Comprehension

Grabe and Stoller (2002: 14) state that the point out is the most basic purpose of reading though, it is more complex than commonly assumed. Reading for general comprehension is requires rapid and automatic processing of words. It is a strong skill in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

C. Merdeka Curriculum

Prior to the COVID-19 pandemic, education units used the 2013 Curriculum as the only learning curriculum. At the beginning of the pandemic until 2021, the Ministry of Education, Culture, Research, and Technology issued a policy on the use of the 2013 Curriculum and the Emergency Curriculum (simplified 2013 Curriculum).

1. Definition of Merdeka Curriculum

Merdeka Curriculum, the main consideration in formulate this curriculum is to recover educational system in Indonesia that crisis during COVID-19 pandemic (Marisa, 2021). Other studies conducted by Engzell, Frey, & Verhagen, (2021) and (Bonal & González, 2020) strengthened that pandemic Covid-19 brought significant impact on education, it is learning loss and learning gap. According to Minister of Education and Culture (2021) stated that achievement of Indonesia students in terms of literacy and numeracy cannot achieved like what expected to get because of learning loss.

2. Implementation of The Merdeka Curriculum

IKM is implemented independently with three alternative options (kemdikbud.go.id, May 8, 2022). Firstly, the Independent Learning option that gives freedom to educational units to apply several parts and principles of the Independent Curriculum without changing the curriculum of the education unit being applied to the Early Childhood Education (PAUD) unit, grades 1, 4, 7, and 10. Secondly, the option of Independent Changing (Mandiri Berubah) that provides flexibility to educational units when implementing the Independent Curriculum by using teaching tools already provided in Early Childhood

Education (PAUD) education units, grades 1, 4, 7, and 10. Thirdly, the Independent Sharing (Mandiri Berbagi) option that provides flexibility to educational units in implementing the Merdeka Curriculum by developing its own various teaching tools in Early Childhood Education (PAUD) education units, grades 1, 4, 7, and 10. Schools can implement one of the three options for the Merdeka Curriculum according to their individual readiness.

Then the principles of implementation new curriculum must be based on those principles (Muhammedi, 2016). First, it must be on the centered of the students and society need. Second, diverse integration means that it must consider the potential and character of the students and environment. Third, response to the changing of development of science, technology, art, and politics. Fourth, it must be life and necessities of work. Therefore, it can be applicable in the labor market. Last, it must uphold the lifelong learning.

D. Reading Material

1. Definition of Reading Material

Materials are parts that are put together to make something. It means having a logical connection to a topic or knowing about events that would have a significant impact on a decision or course of action. This indicates that material refers to the kind of things required to master a subject. The term "material" refers to the data and figures that will be used in a reading material, composition, report, etc. Webster: 1957).

Teachers teach their students how to use reading in the real world by providing them with a variety of reading materials. At the point when understudies read "genuine" reading materials, papers and magazines, follow

headings for making things, sort out how things work, and gaze upward data in reference reading materials, they find out about the elements of perusing.

Reading materials, as previously stated, are written materials meant to be read. Reading materials are very important because they provide students in reading classes with assistance.

2. The Importance of Reading Material

Reading is one of the language skills that students must acquire in order to learn English, so reading materials are crucial. According to Tignaneli (2007:25), reading materials can be analyzed at various stages of planning and implementation for a variety of purposes, including formative, summative, and developmental, to name a few. The current investigation's evaluation is merely summative, the obtained data will be used to make decisions about how to use classroom materials.

Reading material, according to Leu and Kinzer (1987:336), becomes significant due to its influence on student interest and quality. They will be able to select materials that are more consistent with their framework or modify materials to more closely fit the homework if they know the assumptions behind a set of instructional materials.

The students actually are able to achieve well because they have a positive perception of the subject, particularly the lecture material. Because reading material correlates with students' perception and achievement, students are more likely to achieve success if they have good perception.

3. The Syllabus of Reading Material

According to Mulyasa asserts (2009: 132) stated that a syllabus is a lesson plan for a group of subjects with a specific theme. These subjects include the education unit's standards of competence, basic competence, learning materials, indicator, assessment, allocation of time, and learning resources.

According to Roberto Rabini, a syllabus is an opinion about how language and learning work: By indicating some objectives that must be met, it serves as a guide for both the teacher and the students.

It is possible to deduce from the preceding explanation that the syllabus is the teacher orientation in teaching that provides the systematic materials. The perusing materials that are given to the fourth semester understudies of English office should be visible as follows: Vocabulary prediction, the main idea and supporting details in the text, main idea paraphrases, supporting details, reference and inference, evaluating or judging the materials, the relationship between ideas in written material, paraphrasing, story plot or sequence, cause and effect, relationships, problem solution sequence, and inductive and deductive conclusion.

E. Previous Study

There are some previous studies in developing reading materials for various levels of students. As conducted by Vera (2021) in her thesis entitled "Developing Reading Instructional Module for The First Grade Students for Islamic Senior High School of Manba'ul Hikam Putat Tanggulangin Sidoarjo". Her study focuses on the improvement of students' ability and students' interest in reading comprehension for first-graders at the Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. Her finding revealed that the modul is

appropriate to be conducted as a media to support the interests of students in Islamic senior high school of Manba'ul Hikam Putat Tanggulangin.

Other similar research to this study is conducted by Devina (2019) in her thesis entitled "Developing Character Building based English Story reading material for Indonesian EFL Learners". Her study focused on the support literacy program of elementary school of grade 4. Her findings revealed that the story reading material is appropriate as a tool to support literacy program of elementary school. The results showed that the reading material received a high average rating of 35.5, indicating it was very good. It aims to develop a character building-based English story reading material for grade 4 elementary school students, focusing on literacy, character development, and English proficiency.

As well as conducted by Tania's study (2019), her thesis entitled "Developing A Story reading material based on Character Education for Young Learners". Her finding is the students gave 4,8 as the final score. The result showed that the story reading material is very good and recommended to be used as a medium to support literacy program for elementary school. The data indicates that the media is successful in making the students interested in literacy, helping them to mastering the vocabulary, and motivating them to learn English more, particularly reading.