

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key term.

### **A. Background of the Study**

In Indonesia, English has become the first foreign language to learn at schools (Abdurrahman & Seful, 2016: 225). It is not only given as a compulsory subject which is examined in the national final examination (UNAS), but it is also given to prepare the students to face the global era. English is should be taught to students since in junior high school up to senior high school. Thus, Elementary students also learn English as a local content subject even it has been promoted at playgroup and kindergarten.

In English learning of all educational levels, the students would learn to develop four language skills i.e. listening, speaking, reading, and writing. Those four language skills could be divided into two groups; those are: productive and receptive language skills. Speaking and writing are categorized into productive skills; whereas, listening and reading are categorized into receptive skills (Ganesh, 2015: 1).

Reading is an activity that the Indonesian school students do in their English class. However, because the students do not use English in daily life

some of them have difficulty to understand about English, and some of them also dislike with this subject because they felt that English is so difficult and boring. Therefore, they need motivation about islamic reading, support from their environment and availability of learning facilities, for example from their family members and islamic text books. Through islamic story, hopefully, the students had a high motivation to study, because the islamic story gave them some moral values that they could apply in their daily life, especially when they are studying in the class.

In teaching English reading, there are various type texts which can be employed to engage students in learning English, for instance, using narrative texts. To begin with, narrative text is about a series of events, occurrences, or episodes. On one hand, there are certain types of narrative text which we can find in daily lives such as fairytales, legend, mystery, horror stories, romance, and short stories.

In general, there is a mission embedded within a narration, that is moral value which the writer wants to deliver to readers. Therefore, it is very necessary to choose a good story in which on one hand, it was entertaining, on the other hand, it could help building students' characters in a positive way. In this case, story could play a significant role in character building. If teaching narrative reading directed properly, learning narrative text may positively contributes to the students' character building because they could have a chance of creating imaginations and learning to appreciate others' experiences as a basis to learn morality (Abdurrahman & Seful, 2016: 227).

Using Islamic narrative texts can be one of the most useful materials and help students to get English language learning materials related to the effort to characterize Islamic students. In addition, Islamic education aims at moral and spiritual formation (Susilawati, 2016: 1162). Islamic senior high school is an educational institution that has Islamic characteristics, they play an important role in the forming students' personalities, because through this Islamic senior high school, parents hope that their children have two abilities at once, not only general knowledge (science and technology) but also have personality and high commitment to his religion.

Character building or character development is one of the most vital aspects of Islamic education. In order to achieve this fundamental goal, Islamic schools are established all over the world. These schools focus and strive to shape the lives of their students in the light of the teachings of Islam and make them good and responsible citizens (Abdul, 2014: 15).

Moral values are the basic standard of good and evil which governs or rules individual behaviors and choices. This view obviously indicates that moral value, in everyday life, concerns with a set of principle which is applied to evaluate right versus wrong. In literary works, moral value is seen as a lesson which might inspire the readers to be positive or to live a better life (Bartens cited in Abrar, 2016).

There are many researchers which has conducted the research about Islamic narrative story. Faridi and Bahri (2016) students from Semarang State

University has conducted the research under the title “Developing English Islamic Narrative Story Reading Model in Islamic Junior High School”. The study aimed at producing a learning model in English reading Islamic narrative texts for Islamic Junior High School in Central Java. The result showed that the students’ favorite themes of the Islamic Narrative in schools applying islamic narrative material are the story of the Prophets. The modelling Islamic narrative reading material is an urgent necessity given the benefits that it can be obtained to build a superior character, cultured, and Islamic. The other research is “Developing Islamic Based Reading Materials for The Tenth Grades of MA Nurul Huda Kasmaran of Babat Toman” by Susilawati, Tahrin, and Inderawati (2016) students from SMAN 1 Lawang Wetan Kabupaten MUBA, PGRI University and Sriwijaya University. They focused on to find out the developing Islamic-based reading materials text were valid, practical, and potential effect of the Islamic-based reading materials text. The result showed that the product was valid, practical, and had potential effect categorized in good level.

Based on previous studies, the researcher wants to conduct the research about Islamic Narrative text. The study has aimed to find out Islamic narrative text best fit senior high school students. The study will be under the title : **“Developing Islamic Narrative Texts for Islamic Senior High Schools.”**

**B. Problem of the Study**

Based on the description of Background of the study above, the problem of the study is formulated of the following research question : “What Islamic based narrative texts best fit Islamic Senior High Schools students?”

**C. Objective of the Study**

The objective of the study is directly related to the problem of the study above, it is intended to develop Islamic based narrative texts for Islamic Senior High School by the researcher.

**D. The Significance of the Study**

The result of this thesis is expected to give some valuable contribution to the students, the teacher, institution and the next further researcher.

**1. For the teacher**

The study will be beneficial for the teacher to facilitate them when they need to find narrative text for the student.

**2. For the students**

The study will be beneficial for the students as new material to learn narrative text which contains islamic story, islamic characteristics and Islamic moral lesson that are useful in real life.

**3. For the researcher**

The study will be beneficial for the researcher which will become an English teacher. The study will help the researcher to experience the

making of English material for Islamic Senior High School student and to deepen the understanding of Narrative text that is used commonly in English lesson.

### **E. Scope and Limitation**

The scope of the study is the students of MA AL-ITTIHAD Belung Poncokusumo Malang. The limitation of the study is discuss about the development of Islamic Narrative texts material for teaching English only and did not develop for teaching other lessons, and the Islamic narrative texts are discusses about the story of 10 Prophets :

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|---------------------|--------------------|
| 1. Adam and hawa    | 6. Prophet Ismail  |
| 2. Qabil and Habil  | 7. Prophet Ibrahim |
| 3. Prophet Muhammad | 8. Prophet Yusuf   |
| 4. Prophet Nuh      | 9. Prophet Daud    |
| 5. Prophet Hud      | 10. Prophet Salih  |

The researcher used the story of 10 Prophets above and not used other story because these story was interesting and many verses that explain the story in the Quran. However, these stories have some moral values and character education that beneficial for students.

### **F. Definition of Key Terms**

In this study, the researcher gives definition about some terms to avoid misunderstanding. The definition is as follow:

1. Developing

Developing is become or make something larger, more advanced, stronger, etc.

2. Narrative text

Narrative text is characterizing stories as the representation of a sequence of events, foreground time at the expense of space.

3. Islamic Narrative Text

Islamic Narrative text is a text that written based on stories in Qur'an.

## **G. Specification of The Product**

The islamic narrative text in this study were developed based on Quraan and Islamic story book. The produced teaching material were divided into two parts including : (a) Narrative texts about Prophets, moral values, and character education. (b) the four exercises with the format of question and answer, find meaning or antonym or synonym, matching and create new sentence or arrange the sentences.