CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the study. They are definition of teaching material, definition of reading text, definition of narrative text, definition of Islamic narrative text, definition of character education.

A. Teaching material

Materials include manything which can be used to facilitate the learning of a speech communication. They can be visual, linguistic, kinesthetic or auditory, and they can be presented in mark, through live exhibit or performance, or on CD-ROM, DVD, cassette or the Internet. They can be experiential, instructional, exploratory or eliciting, in that they can provide experience of the language in use, they can inform learners about the language, they can stimulate language use or they can help learners to make discoveries about the language for themselves (Jahanbakhsh & Amini, 2011).

Materials can inform the learner about the target language, provide the learner with experience of the language in use (experiential function), guide the learner in practicing the language (instructional function), help the learner to make discovery about the language (exploratory function), encourage the learner to use the language (eliciting function). Therefore materials development

describes the processes through which materials are produced and/or used language learning including materials evaluation, adaptation, design, exploitation, and research. (Geoffrey, 2013)

According to Tomlinson (cited in Harsono, 2007) There are at least two things to be elaborated about materials development. It is both a practical undertaking and a field of study. As a practical undertaking it refers to anything which is done by writers, teachers or learners to provide sources of language process of stimulation, to exploit those sources in ways which maximise the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. As a field of study, it studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials' (Tomlinson, 2001).

Teaching materials is anything related to classroom learning and provide an acceleration in understand the material being taught by educators to students (Abadi & Pujiastuti, 2017: 2). To gain students' interest in learning teaching materials should be interesting. Because of human nature that can be bored. Basically all the people do not want their boredom in his life. This makes the challenge to create a more pleasant teaching material. To enhance the learning material to make it more attractive, effective when used in a predetermined

learning purposes. Besides the sense of teaching materials include products of skill, science, engineering, artwork, or sports, among others, in the form of articles, designs, patents, or teaching materials.

According to Nining Yasrida, in preparing the material and before starting the lesson, the teacher have to know first about the proficiency of students. It is important for the teacher in order to achieve the goal of the teaching and learning. Prepare a good material also need to be noticed since the successful of students' learning depend on the material.

B. Reading text

According to Harmer, reading is the ability to draw meaning from the printed page and interpret the information appropriately. Reading is making meaning from print and from visual information. But, reading is not simple. Reading is an active process that requires a great deal of practice and skill (Judi, 2010).

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent higher forms of culture. For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be uninteresting activity from them. The big problem in

reading is vocabulary mastery. The vocabulary that do not master by them, it makes the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer, 2007.

There are six principles in teaching reading by Harmer. First, encourage students to read as often and as much as possible. Second, students need to engaged with what they are reading. Third, encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. Fourth, prediction is a major factor in reading. Fifth, match the task to the topic when using intensive reading texts. Sixth, good teachers exploit reading to the full. The six principles will be discussed below :

1. Encourage students to read as often and as much as possible

    The more students read the better. Everything we do should encourage them to read extensively as well as - if not more than - intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading - that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of reading text and the activities they are asked to do while dealing with it.

3. Encourage student to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course, it is important for students to study reading texts in order to find out such things as the way they use language, the number of paragraphs they contains and how many times they use relative clauses. But the meaning, the message of the text, it just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic - thus provoking personal engagement with it and the language. With extensive reading this even more important. Reading for pleasure is and should be different reading for study.

4. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book : photographs and headlines hint

what articles about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues - the book cover, the headline, the web-page banner – our brain start predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hint' so they also have a chance to predict what is coming. In the case of extensive reading - when students are choosing what to read for pleasure - we should encourage them to look at covers and back covers copy to help them select what to read and then to help them 'get into' a book.

5. Match the task to the topic when using intensive reading texts

Once decision has been taken out what reading text the students are going to read (based on their level, the topic of the text and its linguistics and activation potential), we need to choose good reading task - the right kinds of questions, appropriate activities before during and after reading, and useful study explanation, etc.

The most useful and interesting text can be undermined by boring and innaproprite tasks' the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level challenge (i.e. how easy it is for students to complete a task) is exactly for the class.

6. Good teachers exploit reading to the full

Any reading text is full of sentences, words, ideas, descriptions. It doesn't make sense, in class just get students to read it then drop it and move on something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and the activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where student have been doing extensive reading, we should use whatever opportunities present their selves to provoke useful feedback.

C. Narrative text

There are some kinds of texts which are learnt at school by the Islamic senior high school students and narrative takes part. A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

According to Irwan Sulistyo (2013) Generic structure of Narrative text is divided into five element, they are:

1. Orientation (introduction)

    It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2. Sequence of Events (complication)

    This part tells the sequence of the story. The problem faced by the character. The complication makes the story more interesting because the character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

    It tells the reader (students) how the problem was solved it also called solving problem. A satisfying narrative will give the resolution of the problem.

4. Re-orientation

    It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution.

5. Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evaluation tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable.

D. Islamic Narrative Text

Islamic narrative text is a narrative text that brings out Islamic stories (Faridi & Bahri, 2016). These stories are adapted or excerpted from stories existing in the Holy Quran, Tafseer and Islamic story book. Based on the sources, Islamic narrative text become rich of good moral value and provide good character education to the students. In this study, the Islamic narrative texts which would be used as reading materials. The theme and the length of the narrative texts were adapted to the level of the readers/learners. In this case, Islamic senior high school students.

E. Character Building

Character is a complex constellation of psychological dimensions of a person (Imam Sutomo, 2014: 294). Character is closely to related to virtue and human action are seen as an expression of the character of the moral agent, with the moral quality of our actions being shaped by our ethical character.

Character begins with God. What is considered right or wrong is defined by reference to God (Nurul Ain, 2014: 73).

According to Lickona (cited in Lukman & Mahani, 2015) state that well character consists of: the habits good knowledge, mind, heart, and the behavior. Another content of character educational, such as: courage, perseverance, diligence, patience, responsibility, fairness, generosity; simplicity, ability to communicate, friendship, respect, and patriotism.

Character is an important manifestation of the implementation of the educational process at every level of education (Abna & Zaim, 2014: 189). The objective of character education is to construct the behavior of learners who have the knowledge, skills, attitudes and noble and have a competitive edge in facing globalization. In the context of globalization is indeed important that learners are prepared in order to face these conditions.

F. Moral Values

Moral education is a matter of the setting by parents or teachers of appropriate examples of good or virtuous deliberation and conduct for the young. Thus, if we are to make virtuous characters of the young, and a precondition of such character in good example, the guardians and teachers of youth need themselves to be models of such good character.

According to Bartens (cited in Abrar, 2016) asserts that 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.