CHAPTER I

INTRODUCTION

This chapter presents background of the study, the problem of the stud y, 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

Education in Indonesia starts from the playgroup / PAUD, here children are introduced English Language by singing. Then at the level of kindergarten / TK, here children are introduced an alphabets and how to read it in English. Then in the elementary / SD, here the students are teached to write and read the short paragraph of the text. Learning English continues at the lower-secondary level / SMP and upper-secondary level / SMA, then it continues at university S1-S2-S3. As already explained by Abdurrahman & Seful (2016) said that English has become the first Foreign Language learning at schools.

In English language learning, the students in all of educational levels, they should 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). In broader words, the word "product" has meaning "creating", therefore "productive skill" is a skill that students have to create some vocabularies that will be used

to speak or write. In their own learning, students who have high ability in this case, they will be easier to create some vocabularies. So, in learning speaking skill students will be more easily and fluency. Beside, learning speaking skills, commonly, students who have high ability in creating vocabulary will be more easily in the process of learning writing skill. Whereas, listening and reading are categorized into receptive skills, in other words, the word "receptive" has the meaning "accepting", with a broader meaning: accepting new ideas or new vocabulary. Students who have high ability in receiving material, they will easily understand new ideas. Thus, this type of student, provides an opportunity for the teacher to provide learning material in the form of reading material or listening material in large quantities.

Reading can be interpreted as a habit, it can also be interpreted as a demand. Some students interpret reading as a habit and hobby, so they will be easier in the process of traching reading. But some of them interpret reading is a demand from school, so they will feel burdened in in the process of traching reading. This difference is caused by students' backgrounds and reading material, students who have a religious background prefer to read reading material that contains religious themes. Because all students in Indonesia have a religious background, and the largest number of them are Muslim. Teachers are expected to create and increase reading material with religious themes in learning, So, most likely, religious-based reading material will be increasingly liked by students, therefore, students' interest in reading will also increase.

In teaching reading, there are various type texts which can be employed to engage students in learning English, for instance, using recount texts. Recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, then the information is presented in the form of recount text, which will be used as learning material in schools, either personal experience or historical recording. (Abdul, Rosmawaty & Khairil, 2018). Then it is related to the historical events of *Asbabun-Nuzul Al-Qur'an*, so, these events can be used as a source to develop reading material that can be presented in the form of recount text. Therefore, the developing reading material related to recount text will be easier.

In order to help the teacher in making reading materials about recount text, the writer will create some recount text materials that were taken from the story of *Asbabun Nuzul,* (the cause of the reveal of the Qur'an) then the story presented in the form of historical recount text and with related questions, so that these become a complete and perfect learning material. In other words, the final result of making reading materials is Islamic historical text.

The use of Islamic historical recount text can be one of the most useful learning materials in helping students to get English learning materials related to efforts to instill the value of Islamic history into students. In addition, education that uses Islamic-based learning materials will certainly shape the good moral and spiritual of students (Susilawati, 2016). Senior high

school is an educational institution that has a very important role in shaping the character of students, if the learning material used contains non-islamic cultures, students will have non-Islamic characters, conversely, if the material provided contains Islamic cultures, students will have an Islamic character, with this Islamic-based learning material, it is hoped that Indonesian students will have good character, as has been taught in religions, especially in Islamic religions.

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 reading abaout islamic historical recount text directed properly, learning historical recount 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). So, moral value is seen as a lesson which might inspire the readers to be positive or to live a better life.

The objective of the study is to develop reading material for senior high school students in the form (Islamic historical recont text). The development of the reading materials is based on two main foundations, first refer to the theory of contextual teaching and learning (CTL) which requires teaching and learning as well as the materials used must be accordance with

the socio-cultural and background of the students. The second refers to the objective of the study which has been regulated by the Indonesian government in the basic and core competency (KI/KD), the materials not used as the main materials, but just used as the supplementary.

Many educational institutions have been established to make students with Islamic characteristics, for example in Islamic building schools (*Pondok Pesantren*), but when it counted from the total number of students in Indonesia, only a few percent of students are studying in Islamic building schools, and the big percent of students are studying in public education institutions. Therefore, learning materials based on Islamic religion are needed for them, similarly, learning English will also increasingly require learning materials based on Islamic religions. Therefore Abdul (2014) said that "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."

The reason in conducting islamic historical recount text is becouse the there are many researchers which has conducted the research about recount text but no one of them used the islamic history as the source. the first study about the development of recount text as teaching material based on local history supported with comic in indonesian Learning in High School (Hafis, A. & Harahap, R. & Ansyari, K. 2018). The sources taken and the partisipants of the study above were difference with this research, the research above took the source of data from local history, and developed recount text for students of senior hight school, while this study uses the islamic sources in particular

the story of *Asbabun-Nuzul,* and develops recount text for students in senior hight shcools.

The second study conducted by Nita Sutanti & Hesty Puspita Sari & Galuh Karina, with title "Developing Recount Text Materials Based on K13 Curriculum for The Tenth Grade Students of Senior High School (Study at SMAN 1 Ponggok Blitar). This research was aim to develop recount text materials to the tenth grader students of senior high school and find out the effectiveness of the recount text materials. The study also developed recount text as teaching materials, but the materials did not use the islamic history as a source.

The thirtd research is "Developing Islamic Based Reading Materials for The Tenth Grades of MA Nurul Huda Kasmaran of Babat Toman". (Susilawati, Tahrun, & Inderawati, 2016). 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. The studies above ware conducted in senior high school, and this research was also conducted in senior high school, therefore, the difficulty of making materials is also same. Therefor, the study above used islamic source, but did not focus in developing recount text.

Based on previous studies, the researcher wants to conduct the research about Islamic historical recount text. The study has aimed to find out Islamic historical recount text best fit senior high school students. The study will be

under the title : **"Developing Islamic Historical Recount Texts for 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 :

"How to develop reading materials based on Islamic historical recount texts that fit for 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 reading materials (Islamic Historical Recount texts) for Senior High School, based on the story of *Asbabun-Nuzul* as the basic resource.

D. The Significance of the Study

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

1. For the students

   This study is expected to be beneficial for the students as new material to learn Historical Recount text which contains islamic story of *Asbabun Nuzul* of Qur'an.

2. For the teachers

   With this research, hopefully the teachers will ease to find learning material, especially about recount text, and it is expected to help the teachers find Islamic-based learning material easily.

3. For the institution

Hopefully this research will help institutions to enrich their research references and give a contribution in the form of learning media, especially learning about Islamic-based historical recount text.

4. For further researcher

A lot of studies on developing learning material, but Islamic-based English learning material is rarely found. Therefore, hopefully this research will become a reference for researchers in conducting research, especially the development of learning materials about Islamic-based historical recount text.

E. Scope and Limitation

The scope of the study is the students of MA Al-Huda Kota Kediri. The limitation of the study is discuss about the development of Islamic Historical Recount texts material for teaching English only and did not develop for teaching other lessons, and the Islamic Historical Recount texts are discusses about the story of *Asbabun-Nuzul* in some *Ayah* of *Surah* in the Quran:

The researcher uses the story of *Asbabun-Nuzul* in 10 *Surah* above and uses stories that was wrote in some verses of the Qur'an and presented in the form of recount text. But the researcher does not use other story because these story was interesting and 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

Create or develop media and material for students in teching and learning.

2. Historical recount text

Historical recount text is one kind of recount text that explain the real and factual story.

3. Islamic historical recount Text

Islamic Historical recount text is a text that written based on islamic stories to explain the real and factual islamic story, like the story of *Asbabun-Nuzul* and stories that ware wrote in the some *ayah* of Qur'an.

G. **Specification of The Product**

The islamic historical recount texts in this study were developed based on the stories of *Asbabun-Nuzul* of *Ayah* in the Qur'an taken from Jalaluddin As-Suyuthi's book, with the title: (لباب النقول في اسباب النزول). The product of teaching material was divided into two parts, including: (a) Islamic historical recount texts materials that made from *Asbabun-Nuzul* story, reciting section of *Ayah Al-Qur'an* and keywords. (b) the exercises with the format of question answer, matching, multiple choice, and character velues.