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 recount text, definition of Islamic historical recount text, definition of character value.

A. Teaching material

Materials include manything which can be used to facilitate the learning. 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 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 understanding the material being taught by educators to students (Abadi & Pujiastuti, 2017). To gain students' interest in learning process the materials used should be interesting. Because of human nature that easy to feel bored when they got uninterested thing so the students' material in teaching process sould be interesting. This makes the challenge for teachers to create more pleasant materials and enhance learning material to be 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. So 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.

Howard and Major (2005) offer guidance in developing material for ESL students that there are some points should be considered, such as: (1). English Language Teaching materials should be contextualized. (2). Materials should stimulate interaction and be generative in terms of language. (3). English Language Teaching material should encourage learners to develop learning skills and strategies. (4). English Language Teaching material should allow for a focus on form as well as function. (5). English Language Teaching material should offer opportunities for integrated language use. (6). English Language Teaching material should be authentic. (7). English Language Teaching material should link to each other to develop a progression of skills, understanding, and language use. (8). English Language Teaching material should be attractive. (9). English Language Teaching material should have appropriate instructions.

B. Reading Theories

1. 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). 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 :

a. 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.

b. 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.

c. 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.

d. 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.

e. 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.

f. 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.

2. Reading Learning Principles

Dalam pengertian secara umum reading is a language skill used as one of the ways for gaining information (Sari & Atmanegara, 2018), perbedaan tingkatan skill seseorang dalam reading juga memberikan hasil pemahaman yang berbeda pula, namun secara garis besar hasil dari proses membaca adalah isi dari pada informasi bahan bacaan tersebut dapat diterima oleh pembaca kemudian disimpan sebagai keilmuan dan pengetahuan. Jika dilihat dari dunia pendidikan siswa akan memperoleh information and knowledge about many important and useful things widely spread in the world.

In terms of developing reading materials, the stages of learning reading process should be taken into account. Alyousef (2006) proposes the design of learning reading process, they are: pre-reading activities, whilst-reading, post-reading.

Pre-reading activities diberikan kepada siswa untuk merangsang siswa dengan cara memancing siswa with brief discussion question, provide an interview of the section, give name the selection of materials, introduce the characters, describe the plot but not including the climax. Sedangkan whilst-reading sudah masuk tahab yang kedua, dalam tahab ini siswa harus dibimbing agar membaca text secara sempurna dengan tujuan memperoleh pemahaman yang baku dan lengkap dari materi yang telah diberikan, dengan menggunakan their linguistics and schematic knowledge. Dan yang terakhir adalah post-reading, in this stage, the activities must enhance the learning

comprehension by the use of activities of matching, close exercises and cut up sentences.

3. Micro- and Macro-skills of Reading

The lists of microand macro-skills of reading below are proposed by Brown (2004).

a. Micro-skills

The micro-skills presented by Brown (2004) are: 1) discriminating among the distinctive graphemes and orthographic patterns of English. 2) retaining chunks of language of different lengths in short term memory. 3) processing writing at an efficient rate of speed to suit the purpose. 4) recognizing grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralisation), patterns, rules and elliptical forms. 5) recognizing that a particular meaning may be expressed in different grammatical forms. 6) recognizing cohesive devices in written discourse and their rule in signaling the relationship between and among clauses.

b. Macro-skills

The macro-skills presented by Brown (2004: 187) are: 1) recognizing the rhetorical forms of written discourse and their significance for interpretation. 2) recognizing the communicative functions of written texts, according to form and purpose. 3) inferring context that is not explicit by using background knowledge. 4) inferring links and connections between events, deduce causes and effects, and detect such relations as a main idea,

supporting idea, new information, given information, generalization and exemplification. 5) distinguishing between literal and implied meanings. 6) detecting culturally specific references and interpret them in a context of appropriate cultural schema. 7) developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, and guessing.

C. Concept of Recount Text

1. Definition of Recount Text

`The definition of text is important to be known. Before the researcher explains about recount text, the researcher will explain about the text first. When talking about the text, it can be known that it was a group of word related each other into sentence, and a group of sentence related each other into paragraph and create a meaning. Therefore, people can communicate easly each other. Recount text is text composed by the author to explain past events or past experiences. It may be closely related to actual or varied experiences.

Kosasih (2016) pointed out, "Recount text is a text containing past events or experiences." Broadly speaking, recount text is text that tells of past events, it may be in the form of factual history, or human experience, then formed and written according to the recount text rules. then the above understanding is supported by Pardiyono (2017) argued, "Recount text is

made with the purpose to provide information (to inform) about past activities." because of this understanding is increasingly clear, that the recount text aims to report factual events that occurred in the past. still in one definition, the opinion above is reinforced by Dirgeyasa (2016), "Simply recount is defined as a type of text composed in order to give an impormation about the past activities. then the above definition is concluded by Hafis, A. & Harahap, R. & Ansyari, K (2018) A recount of retells past events in the order in which they happened. Based on some opinions on the meaning of the recount text above, it can be concluded that recount text is a text containing information about past events. Past events are presented chronologically as a form of information delivery, either personal experience or historical recordin.

2. **Organization / Type of Recount Text**

After the explanation above, the author wants to explain the types of recount text, which later will be used as the main reference for taking one type of recount text, as this research, namely historical recount text. According to Law (2013) Text organization of recount text, they are:

a) Factual recounts : A text recording the particular of an accident such as: report of a scientific experience, police report, and historical report.

b) Imaginative recount : A text which retelling of events, usually in the first person.

c) Personal recount : A text which tells a writer's or speaker's own experiences.

3. Generic Structures of Recount Text

According Gerot and Wignel (1995) The generic structures of recount text consist of:

a) Orientation

Orientation takes in the First paragraph that give background information about who, what, where and when. And it is also introducing the participants, place and time.

b) Event

Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c) Re-orientation

Re-orientation it is consist of optional-closure of events/ending. It's concluding paragraph that may include a personal comment of the writer to the story (not always necessary). The students have to know about it. It is because the students will be easier to write a recount text if they know the construction.

The structure of recount text starts from the orientation, then the event, and reorientation. The three structures that construct a recount text have their

respective functions in formulating a text. As for more details it will be presented in the form of the following picture chart.
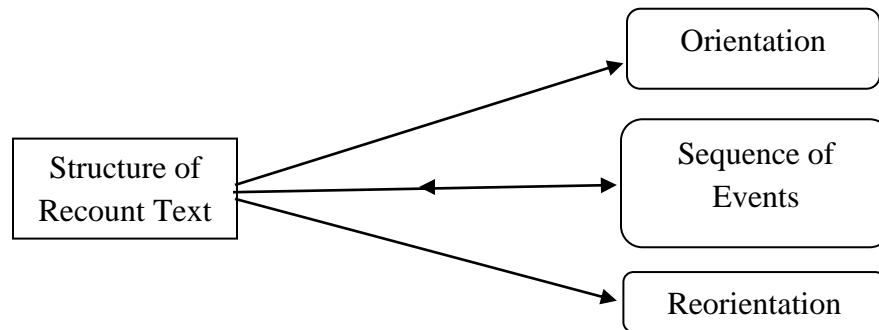

Figure: 2.1. Structure of Recount Text (Kemendikbud, 2014:119)

4. Language Feature of Recount Text

According to Gerot & Wignel (1995, p.154) language features of recount text, they are : (1) Specific participants. (*e.g.: David, we, his*). (2) The use of material process or verb. (*e.g.: went, spent, played*) (3) The use of past tenses. (e.g.: we went for a trip to the zoo) (4) Circumstance of time and place (e.g.: *yesterday, Bali etc.)*

D. Islamic Historical Recount Text

Islamic Historical Recount text is a recount text that brings out Islamic stories (Faridi & Bahri, 2016). These stories are adapted or excerpted from stories about the causes of revealing Al-Qur'an. Based on the sources, Islamic historical recount texts become very interesting to read, and then provide extensive knowledge to students about Islamic stories. In this study, the Islamic

historical recount texts which would be used as reading materials. The theme and the length of the historical recount texts were adapted to the level of the readers/learners. In this case, senior high school students.

E. *Asbābun Nuzul* (اسباب النزول)

  Asbābun Nuzul (Causes of Declining a verse of the Qur'an) is the science of the Qur'an that discusses the background or causes of one or several verses of the Qur'an revealed. In general, *Asbabun Nuzul* makes it easy for *Mufassir* (interpreter) to find interpretations and understandings of a verse from the story's passage. In addition, there is also someone who understands this knowledge to determine the law of wisdom behind the story of a verse. (Hamzah, 2003). *Asbabun Nuzul* is a historical material that can be used to provide information on the descent of the Qur'an and give it context in understand the commands. Of course these materials only cover events in the Qur'an are still down.

  The history of Quran deals with the timeline and origin of the Quran, the Islamic Holy Book and its written compilations into manuscripts. It spans several centuries, based on historical findings and forms an important part of early Islamic history.

  According to Muslim belief and Islamic scholarly accounts, the revelation of the Quran began in 610 A.D. when the angel Gabriel (Arabic: جبريل, *Jibrīl* or جبرائيل, *Jibrāʾīl*) appeared to Muhammad in the cave Hira near Mecca, reciting to him the first verses of Surah Al-Alaq. Throughout his life, Muslims believe that Muhammad continued to have revelations until before his death in 750 A.D.

(Donner, 2010) Esposito said that "The Quran as it is known in the present, was first compiled into book format by Zayd ibn Thabit and other scribes under the third caliph Uthman."

For this reason, the Quran as it exists today is also known as the Uthmanic codex. According to Professor Francis Edward Peters (1927) "what was done to the Quran in the process seems to have been extremely conservative and the content was formed in a mechanical fashion to avoid redactional bias."

history is only taught to students in history subjects, rarely encountered the history material is made into English subject materials, all because of the lack of teacher creativity or lack of teacher knowledge of Islamic history, especially the history of the causes of revealing Al-Qur'an. Therefore, the author tries to make a contribution of English language learning material taken directly from the historical story of the causes of revealing Al-Qur'an and presented in a historical recount text format and also accompanied by several questions.

F. Basic and Core Competency

The basic and core competency (KI/KD) for tenth grade English subjects in MA/SMA. The development of learning material, it must refer to these two aspects, because both of them are learning references that have been set by the Indonesian government education office as learning references as well as reference for making learning materials.

In basic competence point 2 clearly explained the main purpose of education in Indonesia is to instill several characters, including: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in the world community. Therefore in making this reading material contains some of the characters above as learning the value of characters to students.

From the above provisions it is explained that learning material, especially material about recount text is explained in basic competence (point 4) which is then developed clearly in core competencies (point 4.13). the contents of the basic competency in point 4 are: Processing, reasoning and presenting in the realm of concrete and abstract domains in accordance with the self development which is learned in school independenly and able to use the methods that appropriet with the principle of scintific. And core competency ponint 4.7 are: Capture the meaning in the recount text, oral and written, simple, about experience, activity, incident and event. (See Appendix II)

G. Chacarter Values

Character values 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. In other word, 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.

In conclusion, in making reading material that will be presented to students contains some character values that have been explained in core competency, they are: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in the world community.