

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Reading is an important aspect that needs to be mastered because reading is an advantage in studying cross disciplinary subjects. The ability to read plays an important role in improving individual life, ability in school, and is important for supporting the development of a country, because reading ability provides many benefits, including increasing knowledge, opening up new unique information, the ability to explain new information to others, increasing concentration and also for entertainment<sup>1</sup>.

Reading is very important to be mastered by everyone, especially students. But not only that, one of the skills that is also very important to master is reading comprehension. Everyone can read, but not necessarily understand the contents of the reading. Therefore, reading comprehension is a very important ability that must be

<sup>1</sup>Ratna Rintaningrum, "Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives", *International Journal of Innovation, Creativity and Change*, Vol. V, Issue 3, (2019) Special Edition: Science, Applied Science, Teaching and Education.

possessed by students because with reading comprehension skills students can understand reading texts well.<sup>2</sup>

Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. Individual ability to understand text is influenced by their skills and their ability to process information. With Reading Comprehension ability, students can understand the contents of the text they read<sup>3</sup>.

According to Carel in Simanjuntak (1988) suggests that comprehending text requires the reader's background knowledge on the text itself. The readers will understand and evaluate what they have read by drawing on their factual knowledge. Furthermore, reading comprehension entails being aware of the text's genre<sup>4</sup>.

Junior high school students are taught to read a range of texts, such as procedural, descriptive, narrative, and recount literature. Reading comprehension abilities are required in order to comprehend all of the texts being taught, as per the five types of text previously described. Narrative texts require a high level of reading comprehension. Because a narrative text is one that

<sup>2</sup>Fathan Syafiq Zharfan Lewenussa, "The Importance of Reading in Student's Learning Performance", *Research Gate*, May 2021.

<sup>3</sup>Kirby, J. R. (2007). "Reading comprehension: Its nature and development", *Encyclopedia of Language and Literacy Development* (pp. 1-8). London, ON: *Canadian Language and Literacy Research Network*

<sup>4</sup>Rahadian Suryanta dan Fitrawati, "Improving Students Narrative Reading Comprehension Trough Guided Reading for Junior High School", *Journal of English Language Teaching* Vol. V No. 1 Serie A (2016).

relates a sequence of events to one another and tells them in chronological order. Therefore, reading comprehension abilities are necessary in order to comprehend the contents of a narrative text<sup>5</sup>.

Based on findings from academics' observations in a number of schools, a lot of student still struggle to understand narrative text. This issue is typically brought on by the pupils' poor vocabulary, the material failing to engage them, and the classroom teaching methods. Finding specific information, drawing inferences, recognizing references, and comprehending word meaning were the difficulties the students encountered when reading narrative texts. Students still have difficulty understanding the contents of a narrative text. One of the factors that influence students' difficulties in understanding narrative texts is because the teaching materials used are not contextual.

Contextual learning is an approach to education that facilitates the connection-making process between students and teachers by encouraging them to apply what they learn in the classroom to real-world scenarios<sup>6</sup>.

English for Islamic Studies (EIS), a relatively new branch of English for Specific Purposes (ESP), is mandatory for all

<sup>5</sup> Weli Bernado Tamsil and Eusabinus Bunau, "Improving Students' Reading Comprehension On Narrative Text By Using Story Mapping Technique," *Jurnal Universitas Tanjungpura Pontianak*, 2020.

<sup>6</sup> Amir Danis, Reh Bungana Br, Perangin-Angin, Sri Milfayetty, The Effect of Contextual Teaching and Learning (CTL) and Motivation to Students' Achievement in Learning Civicin Grade VII SMP Imelda Medan, *IOSR Journal of Research & Method in Education*, Vol. 7, Issue 6 Ver. I (Nov. – Dec. 2017)

students in Indonesian Islamic higher education institutions that are either run by the government or by private education foundations. The majority of these students come from multilingual backgrounds. Thus, English for Islamic Subjects is an ESP component that focuses on Islamic studies.

Using the English language's definition of the English language to study Islam (EIS). Instead of teaching Islamic concepts, the EIS concentrated on how to apply English in Islamic studies. Additionally, it will help the kids study English and advance their understanding. It covers more academic subjects and can also contribute to other areas like teaching pupils Islamic vocabulary, reading the English translation of the Quran, and reading Islamic literature like journals and articles. Islamic studies require that reading, speaking, writing, and listening are all covered in English. Additionally, it emphasizes vocabulary, grammar, and pronunciation of English words. The EIS therefore focuses on<sup>7</sup>.

Based on the definition about the EIS above, the researcher concluded that EIS refer to the academic study of religion of Islam to help students in learn Islamic knowledge and understanding the terms of Islam.

<sup>7</sup> Rabiathul Adhabiyyah Sayed Abudhahir and Afida Mohamad Ali, "English for Islamic Studies: Should I Learn English? – From the Eyes of Islamic Studies Students," *LSP International Journal* 5, no. 1 (May 30, 2018), <https://doi.org/10.11113/lspi.v5n1.65>.

The problems found by researchers at SMP IT Al Izzah are in accordance with the theory explained above. Reading comprehension is an important skill because it can help students understand the content of reading texts, but most students at Al Izzah IT Middle School have not mastered this skill. This was also conveyed by the English teacher there, the students still had difficulty understanding the content of the text due to a lack of vocabulary and non-contextual material. The text content presented in the text book is too general, does not contain Islamic values. Therefore, teachers often add material that is related to Islamic values. Therefore, students need a book that relates to their lives as Islamic students so that they can more easily understand the content of the reading and master reading comprehension skills.

Therefore the researcher wants to make a book containing Islamic Short Story Books so that it can be closer to students' lives so that it is easier to understand and can improve students' reading comprehension of narrative texts. In addition, this book is expected to help shape the character of students who have an Islamic spirit because the moral values contained in each story contain Islamic elements.

### **B. Identification of The Problem**

From the research background above, the identification of the problem are:

7

1. Many students still have difficulty understanding the

content of narrative texts and do not master reading comprehension skills.

2. The material used is still very general, not contextual and does not contain Islamic values. So we need a contextual book for Islamic students.

### **C. Scope and Limitation Problem**

In this study, researchers will focus on the main problem as described in the background section. Researchers designed a book that contains a collection of Islamic Short Stories to be used as learning media. The place of research will be conducted at SMP IT Al Izzah Serang. The scope of this research is that the researcher will find out whether the short story' Islamic book can be used as a learning medium for grade VIII SMP IT Al Izzah Serang.

### **D. Formulation of Problem**

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated as follows:

3. How to design an Islamic Short Story Book?
4. Is the Islamic short story book suitable for use as a source of teaching material?

8

### **E. Objective of Study**

The researcher determines the research objective based on the formulation of problem as follows: 5. To design a book containing Islamic short stories in the form of narrative text. The stories in this book are contextual with Islamic students at junior high school, especially at SMP IT

Al Izzah Serang which will be the object of research.

6. To research whether the Islamic short story book suitable for use as a source of teaching reading comprehension of Narrative text in grade VIII students at SMP IT Al Izzah Serang.

#### **F. Previous Study**

Associated with earlier research that Susilawati (2022). The study titled "Creating an Islamic Vocabulary Dictionary for English Students at UIN SMH Banten" Creating an Islamic vocabulary book for English language learners at UIN SMH Banten was the aim of this study. The R&D approach was employed in this study. English speaking students from UIN SMH Banten made up the enrollment during the second semester of the English education department. And for the samples, the researcher used 25 English students from the English Education Department's class D during the second semester. The ADDIE development paradigm was employed by the

9

researcher in product design. The five stages of the ADDIE model's development are analysis, design, development, implementation, and evaluation. The study's output is a book of Islamic vocabulary. The book is filled with jargon from Islam. The pocket book is organized as follows: cover, bibliography, Islamic vocabulary, and foreword. This product is thought to be beneficial for UIN SMH Banten English students. This is evident from the expert judge's findings assessment, which has a score of 4.09. This category received a score of 4.18 in the interval and a

"good" rating from the results of the students' perceptions. Over time, this category becomes "good." Consequently, the study's conclusion that this Arabic vocabulary book is reliable and useful for learning English<sup>8</sup>.

Second, connected to Khana Soliha's earlier research (2020). The study titled "Developing Pocket Book of Islamic Vocabulary for Madrasah Tsanawiyah 32 Lamasi's First Grade I Students" Creating a pocket dictionary of Islamic terminology for first-grade students at Madrasah Tsanawiyah 32 Lamast was the aim of this study. The R&D approach was employed in this study. There were sixty pupils in grades I A and B, comprising the population of MTs 32 Lamasi's grade I students. Only thirty pupils from class I A were selected by the researcher to serve as

<sup>8</sup>Susilawati, "Design Islamic Vocabulary Book for English Students in UIN SMH Banten", *Paper (UIN Sultan Maulana Hasanudin Banten)*, 2020.

the sample count. The researcher employed the ADDIE development paradigm to create items. The five steps of the ADDIE model's development process are analysis, design, development, implementation, and evaluation. A pocket book is the study's product. The book is filled with jargon from Islam. The pocket book is organized as follows: cover, bibliography, Islamic vocabulary, and foreword. This substance is thought to be beneficial for pupils at Mount 32 Lamasi. This is evident from the expert judge's findings assessment, which has a score of 4.09. This category received a score of 4.18 in the interval and a "good" rating from the results of the students' perceptions. During this period, this category becomes "good." The study's

conclusion is that this portable dictionary of Islamic vocabulary is reliable and useful for teaching English. The research above and this research are comparable in that they both employed the Research and Development method (R & D) in conjunction with the ADDIE model. Regarding the disparity between the two studies, it was discovered in the product's goal. The research's output is intended for pupils enrolled in Islamic Junior High School<sup>9</sup>.

Last but not least, the study "The Development of Pocket Book as a Learning Media to Increase Students'

<sup>9</sup> Khana Soliha, "Developing Pocket Book of Islamic Vocabulary for the First Grade I Students of Madrasah Tsanawiyah 32 Lamasi", *Paper (UIN Sultan Maulana Hasanudin Banten)*, 2020.

Understanding about Personal Pronoun (ADDIE Model at SMPN 26 Kota Serang)" by Lyas Sutini (2020) (R& D). The goal of the study is to determine how to create a pocket book with personal pronoun content for English language learners and whether or not this will improve students' comprehension of the language. The study is conducted at Kota Serang's SMPN 26. In order to determine the category of improvement in students' comprehension, this research employed Research and Development (R&D) using the ADDIE paradigm, which consists of 5 Phases: Analysis, Design, Development, Implementation, and Evaluation. It also used n-gain. A media specialist, an English teacher, and a material expert all affirmed the legitimacy of learning media. The author administered a pre- and post-test to twenty second-grade children in order to gauge the improvement in students' comprehension. Descriptive

qualitative and quantitative analysis were performed on the data collected from the tests and questionnaires. The evaluation determined that Pocket Book's validity was at the following level: 1) The media expert's mean score was 4.7 with 10.25 041 67 percent, while the material expert's mean score was 4.2 with the category "legitimate." The English teacher rated the results as "valid" on November 4, 2022, with a mean score of 3.79 in the "sufficiently valid" category. The mean score of the students increased from 41

12

to 64.5. It is determined that pocket books can improve students' comprehension of personal pronoun material in the medium category based on the study of N-gain values obtained 0.4. The Research and Development technique (R&D) using the ADDIE model is the research methodology that unites this study with the third prior study mentioned above. The research object, the product created, and the product's goal are where the two studies differ from one another<sup>10</sup>.

From the similarities and differences with the three previous studies, it should be noted that the edge of this research is that it will produce an interesting book and be able to increase the vocabulary of Islam in English for the students in State Islamic.

The novelty in this research is to be able to create an Islamic Short Story book which can be used as a contextual learning medium so that it is easily understood by students. This book is specifically designed for Islamic students, there are moral values contained in each story so that it can strengthen the character of students who are Islamic in

spirit. Judging from previous research, no one has made an Islamic Short Story book.

<sup>10</sup> Iyas Sutini, "The Development of Pocket Book as a Learning Media to Increase Students", *Paper (UIN Sultan Maulana Hasanudin Banten)*, 2020.

## **G. Study Significance**

Researchers hope that this research can be useful society at large, especially for the needs of teaching and learning in English language education. Researchers divide the significance of studied both theoretically and practically.

### **7. Theoretically**

Theoretically, this research will be useful as a reference for developing contextual teaching materials for Islamic students who are studying English to make it easier to understand.

### **8. Practically**

Practically, the results of this study will be is expected to provide significance for teachers, students, and the researcher.

#### **a. For Students**

This study hopes that students can have the ability to read comprehension of Narrative text after using Islamic Short Story books so that it is easier to learn English. b. For Teachers

Researchers hope that this Islamic Short Story book can assist teachers in teaching narrative texts to Islamic

students so that students are easier to understand because the material is contextual.

c. For Researchers

14

After designing this book the researcher will evaluate the book so that it can be used as a learning medium in schools.

## **H. Writing Organization**

There are five chapters in this study, each of which has multiple points summarizing the chapter.

Chapter I Introduction includes the study's background information. Determination of the Issue, Problem scope and limitations, formulation of the issue, Study Goal, Importance of Study, and Writing Structure .

Chapter II Theoretical Framework, it is including Contextual Material Development, Principle of Material Development, The Definition of Reading Comprehension, The Definition of Narrative Text, The Definition of Islamic Short Story and Specification of Product.

Chapter III Research Methodology, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion. It is including Islamic short story book design, results from expert validation of material and media, product distribution and product evaluation.

Chapter V Conclusion and Suggestion. It is including conclusions from the overall research results and suggestions given by experts in this research.