

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the related literature are explained. Definition of reading, aims of reading, types of reading, definition of Islamic material, aim of Islamic material, scope of Islamic material, urgency of Islamic material in learning, using Islamic material in teaching reading English.

A. Reading

1. Definition of Reading

There are many definitions of reading. Most of people define reading depends on their aims. There are people who define reading based on their mind and their feeling when they are rading such a thing. They are also whom define reading according to their education background. The education background of people are different, therefore, they have differenceness in interpreting the meaning of reading.

There are four skills in English which should be mastered. They are; reading, speaking, listening and writing. It cannot be denied that reading is one of the most important. Some experts have defined about reading; It is according to their observation and their mind. According to Walter R. Hill Reading is what the reader does to get the meaning he needs from textual



sources.¹¹ Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as the process of acquiring an author's meaning and of interpreting, evaluating, and effecting upon those meanings.¹²

Some statements above indicate the various definitions of reading. Reading means a process of looking for information what the readers need. The readers who are reading interact with the text to understand the writer's purposes. It can be seen that reading is not only looking at word in the written but also getting meaning from word to word to understand what the reader reads. It means that reading is a process to understand the content of a text and to get information.

Reading is a process to convey the message or information. By reading, the reader will know what they read and arouse to response the ideas of the author. Reading makes the reader understand the written in order the messages or information that comes from the author can be understood and comprehended easily by the reader.

F. Dubin explained the meaning of reading as primarily a cognitive process, which means that the brain does most of the work.¹³ Reading is needed to think more, in order that the result of reading can be achieved perfectly. In this case, the intelligence needs to be supported the acquisition

¹¹ Walter R. Hill, *Secondary School Reading: Process, Program, Procedure* (Boston: Allyn and Bacon, 1979), 4.

¹² Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read* (New York: The Macmillan Company, 1969), 4.

¹³ F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), 6.

of the contents of a text. Reading also will support to get information of what we need. What we read will indirectly affect our mind. Reading not only gets something new, but also evaluates from what we get before reading.

There are many purposes of reading. People have different aim in their reading. People read books for variety reasons. That purpose helps people to understand easily. If the people read just for pleasure or just fill their spare time, they will read either quickly or slowly based on their interest. But, if the people read to look for information or for studying, they will do it carefully.

According to Paul S. Anderson, there are seven aims of reading. for example reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.¹⁴ Those seven aim of reading will be explained in detail below:

- a. Reading for detail and fact. It is reading to get the information of what have read by subject in a story.
- b. Reading for main ideas. It is reading to know primary ideas in a story
- c. Reading for sequence or organization. It is reading to know sequence and composition of story organization.
- d. Reading for inference. It is reading to conclude and to know the meaning in a story.

¹⁴ A. Widyamartaya, *Seni Membaca Untuk Studi* (Yogyakarta: Kanisius, 1992), 90.

- e. Reading for classifying. It is reading to agglomerate the same things.
- f. Reading for evaluating. It is reading to know the value of the story and also to know appraising the subject in a story.
- g. Reading for comparing of contest. It is reading for combining between two stories.

According to that explanation, there are many purposes of reading which can be achieved by people. There are some people who have the purpose in reading more than just one. This case of course will influence their reading result. But, advisable, people who read just have one purpose; will get a good comprehension since they are more focus.

Another author said that there are also the purposes of reading. They are reading for pleasure and reading for information (in order to find out something or in order to do something with the information they get).¹⁵ The reading for pleasure is just for fun and the second is for requirement or looking for information that they needed. There are many peoples' hobbies to read. Although, they do not need information but they just read to fill their times. Partly, reading is their job. It is their obligation to read for giving information to others.

¹⁵ Francoise Grellet, *Developing Reading Skills* (Cambridge: Cambridge university Press, 1981), 4.

2. Types of reading

Reading can be classified into two types of activities, intensive and extensive reading.¹⁶

a. Intensive Reading

Intensive reading means careful reading or reading through every word of a text from beginning until the end, the learner is focused on the language rather than the text. This activity focuses to emphasize the accuracy activity involving reading for detail. For example the learner asked to answer comprehension question, learning new vocabulary, and summary.

b. Extensive Reading

Extensive reading is contrasted with intensive reading which is slow while intensive reading focused on the language rather than a text. It involves learner reading text enjoyment and to develop general reading skill. Example: Reading a newspaper, article, short story or novel.

Our working definition of "extensive reading" as a language teaching or learning procedure is that it is reading of large quantities of material or long texts; for global or general understanding; with the intention of obtaining pleasure from the text. Further, because reading

¹⁶ Christine Natal, *Teaching Reading Skill in A Foreign Language* (London: The Nemenn Educational Ltd, 1982), 23.

is individualized, with students choosing the books they want to read, the books are not discussed in class.¹⁷ Extensive Reading is reading a long text with interesting content and easy to understand vocabulary.¹⁸

Extensive Reading means reading a lot of self-selected easy, interesting texts, and doing few or no exercises afterwards. Extensive reading is order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. Characteristic of extensive reading:

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.
- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- 4) The purposes of reading are usually related to pleasure, information, and general understanding. These purposes ere determined by the nature of the material and the interest of the student.

¹⁷ Thomas N. Robb, EFL Extensive Reading Instruction, Research and Procedure” (Kyoto Sangyo University : Vol. 12, No. 2 November 1990).

¹⁸ Universitas Negeri Surabaya. ”Belajar Bahasa Asing lebih Mudah dengan Extensive Reading Program”, 03 May 2013.

- 5) Reading is its own reward. There are few or no follow-up exercises after reading.
- 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 7) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- 8) Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- 9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- 10) The teacher is a role model of a reader for students an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

When students 'learn to read' (Extensive Reading), they are practicing the skill of reading by reading for information reading a story book for example with the aim of enjoying the reading without consciously knowing they are learning. The aim is to build reading fluency not necessarily to learn new things (although they may learn some), and to



deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively.¹⁹

Actually, the most important thing in teaching reading, how to bring a heightened interest in proceeds so that they will be able to read even the things that teachers never imagined at all. Moreover, basically every student has a great curiosity on the new things. The most essential thing is how to realize the pleasure of reading will give birth to the ability to write, imagine, and explore what is read in more depth without any coercion. The habit of reading and learning since childhood can help students develop a better relationship patterns with others, because reading is very useful and can be fun. In addition to reading, learning is very enjoyable. There are many new things that can be known. Learning process can be successful if the situation is full of affection.

One of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand.²⁰ The interesting material will build students' attention. They tending survive to receive lessons with fun material and contact with psychological and sociological conditions that exist in the vicinity. With these materials, the students' interest in learning to read will be encouraged to be more active. It is very useful to increase students' motivation.

¹⁹ Day R. and J. Bamford, *Extensive Reading in the Second Language Classroom* (Cambridge: Cambridge University Press 1998), 85.

²⁰ Jeremy Harmer *The Practice of English Language Teaching* (England: Longman, 2001), 210.

On the other hand, teachers are required more creative in presenting the material. Teachers also have to prepare the materials in a comprehensive manner. It has goal to finalize the material which is presented and reading program will be applied well. It also creates more active learning environment and students will be more motivated to follow the reading program on an ongoing basis.

In order to get students to read enthusiastically in class, the teacher needs to work to create interest in the topic and task.²¹ So that extensive reading into a fun activities, it is needed to select a reading topic preferred by students and make sure that most of the words are understood. The understanding the main idea or topic of the text will make easier and also enjoys reading itself.

By interesting topic, students will be motivated to depth. And behold, they will explore the topic in a discussion that they understand. However, It needs the teachers' monitoring. The teacher does not direct the exploration process. Teachers become facilitators to assist students in reviewing the topic. Until the students' learning will achieved well.

²¹ Ibid., 213.



B. Islamic Material

1. Definition of Islamic Material

Material is a thing that is used to achieve the aim of education. Material is one of the part of education tool.²² According to that explanation, Islamic material is a thing that is used to attain purpose of education. It is according to Al-Qur'an and Hadits.

Islamic material is all the Islamic knowledge that is given to the student. It is given to be digested, processed, inspired, and done by the students in their education process to achieve the best aim of Islam knowledge.²³ Basically, material which is given to the student is universal. It consists of regulations as human life's aspects. It has to get relation among humans or human with the others. Islamic material uses Al-qur'an and Hadist that have very wide contents. Islam also asks its followers to get education without constraint.

Islamic material is one of important components which have to be adapted in Islamic education. If a material cannot be composed well, it will bother the teaching-learning process. The substantial of the use and arranging the material in order students can get guidance well. It does not teach without considering the age of student.

²² Abdurrahman Saleh Abdullah, *Teori-teori Pendidikan Berdasarkan Al-Qur'an* (Jakarta: Rineka Cipta, 1990), 159.

²³ Tim Dosen IAIN Malang, *Dasar-Dasar Pendidikan Islam: Suatu Pengantar Ilmu Pendidikan Islam* (Surabaya: Karya Aditama, 1996), 100.



The purpose is to achieve an expected after an operation or activity is completed.²⁴ The purpose of Islamic education is a path that is about to be approved in an Islamic educational activities. Nur Uhwati states general purpose for Islamic education. They are:

- a. To help the formation of a noble character
- b. preparing to seek fortune and life hereafter.
- c. Preparing to seek fortune and maintenance aspects of expediency
- d. fostering the spirit of scientific (scientific spirit) to students and satisfy the desire and knowledge to enable him to study science itself.
- e. Preparing students in terms of professional or particular expertise, in order to seek fortune in life while also maintaining spiritual and religious terms.²⁵

The purpose of the Islamic material in Islamic education is the main character or noble spirit without limiting physical education, sense-mind, faith and personality so that the goal of Islamic education is to form an integral Muslim person or thorough. Nur Uhbiati and Abu Ahmadi state that the formulation of Islamic educational goals are realizing moslem man who has faithful and devoted and knowledge. With the result that, they are able to devote themselves to God in all of aspects in this world and hereafter.²⁶

Ahmad D Marimba states that ultimate goal of Islamic education is the

²⁴ Zakiah Darajat dkk, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2000), 29.

²⁵ Nur Uhbiati, *Ilmu Pendidikan Islam* (Bandung: Pustaka Setia, 1997), 50.

²⁶ Nur Uhbiati dan Abu Ahmadi, *Ilmu Pendidikan Islam I* (Jakarta: Pustaka Setia, 1995), 64.



formation of the moslem personality.²⁷ Meanwhile, according to Zuhairini the overall objective of Islamic Education is to guide children in order that they become true Moslems, strong faith, charity pious and noble and useful to society, religion and the state.²⁸ The essentially, formulated objectives of Islamic education is to develop a very wide meaning, that is, the formation of the whole human physical and spiritual. It is hoped ideality of Islamic materialized inspired by the faith and piety to Allah SWT.

Of the core objectives of Islamic education above, Islamic material which includes aims to foster human to be a devout servant of God with all aspects of their lives, deeds, thoughts, and feelings.²⁹ The ultimate goals of Islamic education makes true moslem personality. To achieve the true moslem personality, there are several ways that must be realized, namely:

- a. Investing the feelings of love and obedience to God by increasing gratitude for the blessings that God gives.
- b. Embedding (*I'tikad*) right intention and true faith in the hearts of children.
- c. Educating children from childhood to follow the commands of Allah and stay away from his entire ban, and familiarize noble spirit and good habits.
- d. Teaching the students to the kind of worship that must be done and how to do it and to know wisdom and its benefit.

²⁷ Zuhairini dkk, *Metodologi Penididikan Agama* (Solo: Ramadhani. 1993), 17.

²⁸ Zakiah Darajat, *Pendidikan Islam dalam Keluarga dan Sekolah* (Jakarta: Ruhama, 1995), 35.

²⁹ Zuhairini, *Methodik Khusus Pendidikan Agama*, 45 .

- e. Instructing the students how to live in the world towards the hereafter and give examples and role models of good.³⁰

Some of the descriptions above may take an understanding that the purpose of the Islamic material in Islamic education to achieve a balance of personal self-growth children aged zero to six years thoroughly through mental exercises, mind, intellect and feeling, so that it has a major personality. Therefore Islamic education should develop all aspects of human life, whether spiritual, physical and knowledge on the direction of goodness or perfection of life.

2. The Urgency of Islamic Material in Learning

In general, Islamic material serves as a means to increase faith and piety to Allah SWT, as well as a vehicle for the development of religious attitudes to practice what has been got from the learning process. As part of the learning system, the material of Islam seeks to cultivate a strong sense of faith, second, cultivate habit in performing acts of worship, good deeds and noble spirit, and third, to cultivate a passion for the natural process about the grace of God Almighty to humans.³¹ From the opinion above, it can take a few things about the function of the Islamic material that can be formulated as follows:

³⁰ Moh Amin, *Pengantar Ilmu Pendidikan Islam* (Pasuruan: Garoeda Buana Indah, 1992), 23.

³¹ Zakiah Darajat, *Metodik Khusus Pengajaran Agama Islam* (Jakarta : Bumi Aksara, 1995), 174.



- a. Development which is the improvement of students' faith and devotion to God are implanted within the scope of family education.
- b. Teaching, which is to convey religious knowledge of functional
- c. Adjustment, which is to adapt to the environment, both the physical and social environment and can socialize with their environment in accordance with the teachings of Islam.
- d. Habituation, which trains students to always practice the teachings of Islam, to worship and do the best.

Islamic material is very important, to prepare students to understand the teachings of Islam (knowing), skillfully conduct or practice Islam (doing), and the teachings of Islam in daily life. In addition, the Islamic material is material to enhance the understanding of Islam, practice skills, and improve the practice of Islamic teachings in everyday life.

Efforts to realize the human figure as contained in the above definition of education is not realized suddenly. The effort has to go through the process of education and life, especially religious education and religious life. The process last a lifetime, in the family, school and community environments.

3. Islamic Material in Teaching Reading

A teacher must have a certain way to convey the material well. In this case, the use of a method has very important role. With an effective and appropriate method of the subjects, it goes smoothly. In addition, the teaching materials depend on how an educator applies the material to their students and

how to model or how to hang the material. Most of the opening time in the teaching activity begins with such a situation unserious. The students often looks passive, rowdy, some tinkering and so forth.

English is not only the subjects that emphasize rote learning ability of students in terms of language. However, these subjects also need habituation in use. Therefore, English teachers need an effective and efficient manner by which to improve students' skills in English

In an effort to increase reading skills, the creativity of the teacher becomes the most important. In addition, environmental factors can also affect those efforts. To that end, understanding the reality of what happened in the community advocates for the achievement of learning English, which in this case, focusing on reading skills. For instance, in MTs Raudhatul Ulum, the majority of students come from a religious family, with a very strong religious tradition. From that condition, the students are very enthusiastic in their lessons or materials that are based on religion. Derived from this case; teachers can implement instructional strategies to insert Islamic religious materials or materials English subject.

As mentioned earlier, the Islamic material is everything that would be thought, digested, processed, internalized and practiced by the students in the process of educational activities to achieve educational goals of Islam. Basically, the materials given to the students are very universal containing

rules as aspects of human life, whether related to fellow humans and with each other.

Integrating Islamic messages in the English teaching might prevent students from feeling bewildered. It might reduce the tension between imperialistic English language (and literature and any other embedded norms) and situations in the post-colonial Indonesia³².

The main goal of Islam is in addition to the provision of materials to improve the reading skills of students in English class, well established character or noble spirit by not neglect physical education, mind-thoughts, belief and personality that Islam itself is the purpose of education to form an integral individual moslem or thorough. Thus, the pattern of development of reading skills is also accompanied by student character development.

C. Previous Study

In the research, it is necessary to enclose reviews of previous studies to avoid reduplication. Some similar studies have been conducted to find out the effectiveness of using Islamic material in teaching reading. There are ten previous studies about the use of media in teaching English reading.

The first previous study is written by Asri Nur Tauhida, entitled “Improving the Seventh Grade Students Reading Skill by Using Collaborative

32 Zuliati Rohmah, *Incorporating Islamic Messages in the English Teaching in The Indonesian Context* (IAIN Sunan Ampel Surabaya, 2012), vol.2.

Learning: (A classroom action research at SMPIT darul muttaqien parung bogor)”.³³ In her research, she uses an action research design. This research is aimed to find out whether teaching reading using collaborative learning is effective to improve students’ reading skill. The result of this research is the collaborative learning can improve students’ reading ability.

The second is written by Bagus Novianto, entitled “Improving Reading Comprehension Skills by Using Jigsaw Technique at the Second Year of Sman 1 Kalasan, Yogyakarta in the Academic Year of 2011/2012”.³⁴ In this research, he uses action research. The objective of this research study is to improve reading comprehension. The results of the research show that using jigsaw technique can improve the students’ reading comprehension and the students’ reading involvement in the reading class.

The third is written by Boduch Carrie, entitled “Improving Reading Comprehension: Using Inferring Strategies to Promote Comprehension with Second Grade Students”.³⁵ This research uses quantitative research which has aim to improve reading comprehension. These findings suggest that students in

³³Asri Nur Tauhida “Improving The Seventh Grade Students Reading Skill By Using Collaborative Learning: (A Classroom Action Research At Smpit Darul Muttaqien Parung Bogor)” (Department Of English Education Faculty Of Tarbiyah And Teachers Training “Syarif Hidayatullah” State Islamic University Jakarta: Unpublished Thesis, 2010).

³⁴ Bagus Novianto “Improving Reading Comprehension Skills By Using Jigsaw Technique At The Second Year Of Sman 1 Kalasan Yogyakarta In The Academic Year Of 2011/2012” (State University Of Yogyakarta: Unpublished Thesis, 2012).

³⁵ Boduch Carrie “Improving Reading Comprehension: Using Inferring Strategies To Promote Comprehension With Second Grade Students” (Carroll University: Unpublished Thesis, 2008).

second grade would benefit from explicit instruction in making inferences in conjunction with learning to decode words and read them fluently.

The fourth is written by Indra, entitled “Improving Students' Reading Comprehension through Implementing Reciprocal Teaching Method in MAS Aisyiyah Binjai”³⁶. This research is classroom action research with a collaborative design. The objective of the study is to describe the implementation of reciprocal teaching method to improve students' reading comprehension ability in finding the message of the text and language features. The result of this research that the Reciprocal Teaching Method has proven to be able to improve the students' reading comprehension achievement and the students' involvement in the reading class activities.

The fifth is written by Erlina Noor Khasanah, entitled “Improving Students' Reading Skill Using Quantum Learning Method (An Action Research At The Eighth Grade Of Smp Negeri 16 Surakarta In The Academic Year Of 2011/2012)”³⁷. This research is classroom action research. This research is implemented in reading class by using quantum learning. The result of this research is that the students can improve their reading comprehension skill.

The sixth is written by Sara Puspita Sari, entitled “The Effectiveness of Pre-Reading Activities to Improve Students' Reading Comprehension (a case

³⁶ Indra “Improving Students' Reading Comprehension Through Implementing Reciprocal Teaching Method in MAS Aisyiyah Binjai” (State University of Malang: unpublished thesis, 2011)

³⁷ Erlina Noor Khasanah “Improving Students' Reading Skill Using Quantum Learning Method (An Action Research At The Eighth Grade Of Smp Negeri 16 Surakarta In The Academic Year Of 2011/2012)” (UNS-FKIP English department Surakarta: unpublished thesis, 2012)



study at the second grade of Budi Muliya senior high school in Ciledug 2006/2007)”³⁸. This study focuses on techniques of teaching reading through pre-reading activity. The result of this result is that pre-reading activity can improve students’ reading comprehension.

The seventh is written by Kari a. Gabl, Kristi l. Kaiser, Julie k. Long, Jessica l. Roemer, entitled “Improving Reading Comprehension and Fluency Through the Use of Guided Reading”.³⁹ This research uses action research which has aim to improve students’ reading skill. The result of this research can be achieved well. After giving post intervention analysis, the reading of students can increase well.

The eight is written by Khoiriyah, entitled “the Effect of Semantic Mapping on Students’ Reading Comprehension Achievement at Mts KH. M. Noer Kedung Mangu Masjid Surabaya”.⁴⁰ The writer uses experimental method in this study. In this study the experimental group (the treatment using semantic mapping) has a better ability in comprehend the text than control group.

³⁸ Sara Puspita Sari “The Effectiveness Of Pre-Reading Activities To Improve Students’ Reading Comprehension (A Case Study At The Second Grade Of Budi Muliya Senior High School In Ciledug 2006/2007)” (State Islamic University Syarif Hidayatullah Jakarta: Unpublished Thesis, 2007)

³⁹ kari a. Gabl, kristi l. Kaiser, Julie K. Long, Jessica l. Roemer “Improving Reading Comprehension And Fluency Through The Use Of Guided Reading” (Saint Xavier University & Iri/Skylight Professional Development Field-Based Masters Program Chicago, Illinois: Unpublished Thesis, 2007)

⁴⁰ Khoiriyah “the effect of semantic mapping on students’ reading comprehension achievement at mts kh. M. Noer kedung mangu masjid surabaya” (State Institute of Islamic Studies Sunan Ampel, Surabaya: 2012)

The ninth is written by Ana Widyastuti, entitled “Improving Students’ Reading Skill Using Paired Reading (An Action Research at the Eighth Grade Students of SMP Negeri 16 Surakarta in the Academic Year of 2011/2012)”.⁴¹ The method uses in this research is a collaborative action research. The research findings show that the use of Paired Reading could improve students’ reading skill and classroom situation of English class.

The tenth is written by Robin Hausheer, Alana Hansen, and Diana M. Doumas, entitled “Improving Reading Fluency and Comprehension Among Elementary Students: Evaluation of a School Remedial Reading Program”⁴². This study examines the effectiveness of a remedial reading program on improving reading fluency and comprehension among elementary school students. Results indicate reading fluency and reading comprehension scores improve significantly across the academic year for both male and female students.

The next is written by Intan Nur Cahyani, entitled “Improving Students Reading Comprehension Through Comic Media (Classroom Action Research on

⁴¹ Ana Widyastuti “Improving Students’ Reading Skill Using Paired Reading (An Action Research at the Eighth Grade Students of SMP Negeri 16 Surakarta in the Academic Year of 2011/2012)” Teacher Training and Education Faculty of Sebelas Maret University, Surakarta: 2012

⁴² Robin Hausheer, Alana Hansen, and Diana M. Doumas “Improving Reading Fluency and Comprehension Among Elementary Students: Evaluation of a School Remedial Reading Program” (Boise State University, 2004)

SMPN 1 Ngariboyo Magetan)”.⁴³ This study is a classroom action research which purpose for improving students’ reading comprehension through reading guide method using comic media at VIII D class of SMPN I Ngariboyo Magetan and consist of two cycles. The steps in each cycles are: planning, acting, observing and reflecting. The result of the study shows that reading guide method using comic media improves the students’ reading comprehension in junior high school.

It is all of the previous studies which discuss about improving reading skill. It all uses many techniques, medias, methods. It shows how important reading in English lesson. From those previous studies, is is known that no research that uses Islamic material, therefore, the researcher use Islamic material in improving students’ English reading skill.

⁴³ Intan Nur Cahyani “Improving Students Reading Comprehension Through Comic Media (Classroom Action Research on SMPN 1 Ngariboyo Magetan)” (STAIN Ponorogo: Unpublished Thesis, 2010)