



**DEVELOPING ISLAMIC NARRATIVE READING
MATERIALS FOR EIGHTH GRADERS OF ISLAMIC
JUNIOR HIGH SCHOOL IN CENTRAL JAVA**

A Thesis

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in English Education**

**by
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STATEMENT OF ORIGINALITY

I honestly state that the thesis I wrote is my own work and does not contain other people's works, except those cited in the quotations and the references following of scientific paper rules.

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MOTTO AND DEDICATION

Jadilah tinggi tanpa perlu merendahkan.
(Teguh Ardianto)

This thesis is dedicated to:
My parents,
My brothers and sister,
My friends,
and me, my self

ABSTRACT

Ardianto, Teguh. 2016. *Developing Islamic Narrative Reading Materials for Eighth Graders of Islamic Junior High School in Central Java*. Thesis, English Language Education Study Program, Graduate Program, Semarang State University. Advisors: I. Dr. Abdurrahman Faridi, M.Pd, II. Prof Dwi Rukmini, M.Pd.

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The problems of most Indonesian people are becoming more visible. Character building need to be implemented in students' learning activity. Moreover, in Indonesia, especially Central Java, there are many Islamic schools which actually can instill Islamic character values to the students through Islamic narrative reading text like stories of the prophets. However, most of Islamic schools in Central Java do not use Islamic stories to teach narrative text, instead they use stories other than Islam.

This study was intended to find out what materials which were needed by eighth graders of Islamic junior high schools in Central Java, describe how the Islamic narrative reading text material for eighth graders of Islamic junior high schools in central java was developed, and find out how effective and appropriate the materials for eighth graders of Islamic junior high school in Central Java were.

The research design of this study was research and development. The subjects were 17 teachers from Islamic Junior High Schools in Central Java and 43 students of MTs. Nahdlatul Muslimin. The study was conducted by doing need analysis, developing materials, expert validation and try out.

The research finding indicated that most of the Junior Islamic High Schools in Central Java, did not use Islamic narrative reading texts, but they needed to instill Islamic values for their students. So the materials were developed based on the needs obtained from the interviews, questionnaires, and the syllabus mapping. Some improvements were conducted in order to enclose the effectiveness and appropriateness of these materials. The last finding inicated that the materials suited on students, as they learned narrative texts while also incorporating Islamic values.

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Finally, I realize that this thesis was far from perfect as there might be a lot of shortcomings and errors. Thus, I welcome any constructive suggestions and criticisms. I hope this study would be useful for future studies.

Semarang, February 18th, 2016

Teguh Ardianto

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CHAPTER I

INTRODUCTION

Introduction is the earliest part of thesis consisting of background of the study, reasons for choosing the topic, statement of problems, objectives of the study, significances of the study, scope of the study, definition of key terms, product specification, and outline of thesis.

1.1 Background of the Study

The problem of character nowadays is getting more important. Many cases that show the bad morality of Indonesian people is getting more visible. Some people believe that today's students generation tend to leave their culture and values then moved to hold values and characters brought by the media and technology. Most of Indonesian youth, especially those who live in urban area, are losing the sense of caring, honesty, and respect, either to their peers, teachers, parents, or to the elders. It becomes rare to find a student to say 'excuse me' when they are passing their teachers sitting. It becomes a general truth that most students like to throw rubbish at any improper place, cheat during the exam, lie to the teachers for saying they are sick, have someone else do their homework, do copy-paste for the assignments the teachers asked, etc. Furthermore, some on-the-spot incidents also indicate the character declines of the nation (Pradipto, 2012). Students juvenile, free-sex among students, students' cheating during National Examination,

corruptors among legislators, inter-ethnic violence, violence under the name of religions are some of the cases which eventually 'ring an alarm' that today's education has not succeeded yet to create a better character generation, a more tolerant society, or even has not created noble and honest legislators (Amelia, 2012). By looking at these facts, indeed, character building is crucial to be implemented in Indonesia.

In relation to character building, there is famous term of it in education that is character education. However, character education is said to be broad in scope but difficult to precisely define it. There are some definitions of character education which can be found in some research. Berkowits (1998) in Bahm (2012) stated that "character education is the intentional intervention to promote the formation of any or all aspects of moral functioning of individuals (p.6). In another definition, The Character Education Partnership (CEP) in Bahm (2012) describes character education as "the intentional, proactive effort by schools, districts, and states to instill in their students' important core, ethical and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others" (p.6). These two definitions certainly have some differences, however, it is important to note that character education will come into being if there is support from the authorities, like schools, districts, provinces and government.

Being aware with the importance of character in education, and the potential role of Ministry of Education and culture to character building, Muhammad Nuh, the Minister of Education and Culture stated that in academic

year 2011/2012 the character based education are going to become national movement at all education level, starting from playgroup to university level (Yandriana, 2011). By having students with good character, nation's dignity can also develop.

However, the success of character education is determined by many factors. Campbell and Bond (1982) describe major factors in the development of youth's moral and behavior, those are heredity, early childhood experience, modeling by important adults and older youth, peer influence, the general physical and social environment, the communications media, what is taught in the schools and other institutions, and specific situations and roles that elicit corresponding behavior. Those factors mentioned previously create images to the youth's mind. These images feed their imagination and help them to shape their understanding about what people choose and why as well as how they conduct themselves in private and public life. As these images are able to shape students' character, the challenge we have to face if we want to have students with positive character is that, how we can ensure that students get positive images into their mind so that they will have positive character. Therefore, it is important to filter the information to the students, so that they will receive mostly positive character. Thus, information filtering become an important issue to inculcate character to students.

The position of English as global language which is used by people to communicate across nations and cultures makes it an important aspect of character development. Information, whether it is positive or negative, coming from and to

certain nation through English as the medium of communication. As not all information suits the need of students and the need of nation's character and culture, it is important to filter the information. Some efforts can be made to do this, one of them is filtering in term of the material used in English teaching and learning.

In English teaching and learning, there are four major skills, those are listening, speaking, reading, and writing. From those four skills, listening and reading can be categorized as receptive skill while speaking and writing are in productive skill. As in this modern era with the fast growing advancement of technology especially in the printed media, reading is gaining more popularity and is becoming more important in people's daily life. The skill of reading printed media is helpful to improve people's life in a complex social context. Therefore, the stronger reading culture of a nation, the stronger that nation will be.

In teaching English reading, one of materials which can be used to transfer character to students is through narrative story. It is because some elements and moral values can be transferred through narrative story. Putnam (1978) in Zanin (2011) stated that

“narrative does not illustrate a general moral theory, but displays the complexity of particular moral cases. Instead of depicting solutions, narrative aids the imaginative re-creation of moral perplexities. It does not enable us to visualize ideal ways of life, but to consider the gap between ideal and feasible lives, in different times and societies”.

And so, in this understanding, narrative does not provide merely explicit example of moral action done by the character in the story, but more than that, it

facilitates better understanding of moral decision and deliberation. Moreover, Nussbaum (1986) in Zanin (2011) implied that

“narrative is the account of an event-sequence involving some kind of disruption affecting the action of the characters and the reactions of the interpreter. This disruption shows the fragility of general moral values and underscores the importance of emotions and of particular deliberation in ethical orientation”.

Therefore, with Nussbaum’s understanding, narrative can be used to transfer the emotional aspect from the actor or writer to the readers. With the two above understandings, indeed narrative story has a strong relationship with character shaping of the students, in the sense that if students read certain narrative text, the moral value from the text can be transferred to them unconsciously.

The role of religion in shaping nation’s character is by placing moral values of the religion become the basis of people in their daily lives. Sergiovani (1992) states that moral leadership is far much efficient and effective than traditional leadership. It is because if the moral has become the base of each person’s behavior, that person will do the best even though no one is watching.

Islam certainly has many stories which can be used as model of positive character building. Al Qur’an as the main reference of Islam also states in Surah Yusuf Verse 3 “We do relate unto thee the most beautiful of stories, in that We reveal to thee this (portion of the) Qur’an: before this, thou too was among those who knew it not.” (English version was translated by Yusuf Ali). In Islam, there are many characters who can be used as the role model of character building, and one of them is the story of Prophets. It is because prophets are the spearhead of Islamic morality to people. It was them who at first introduced the value of Islam

to people. Therefore, telling or delivering Islamic story about prophet to students can encourage students to have positive character. After knowing the story, students are expected to take the wisdom and example of the nature, behavior and emotional condition of the characters in the stories when they are facing particular situation or event.

At eighth grade of junior high school narrative is one of the text types being taught. At this level, narrative text is aimed at making students to become aware of the goal, text structure, and language elements of narrative text. Narrative text is also aimed at making students to be able to catch the value of that story. Moreover, narrative text is first introduced in this grade, filtering and providing narrative text should be started since this level.

Islamic schools, which are very common in Indonesia, can actually use teaching material to inculcate the positive character through those Islamic stories. However, it is not easy to find appropriate books which provide Islamic stories is not easy, even the books used to teach English in Islamic schools are no different than those which are used in public school. Take for example, the materials used in Mts. Nahdlatul Muslimin, one of Islamic school in Kudus at grade eight are from Scaffolding 8, and English in Focus. In Scaffolding 8, the narrative stories are Roro Anteng and Jaka Seger, The Legend of Nyi Roro Kidul (The Queen of South Ocean), The Legend of Banyuwangi, and Little Red Riding Hood. Moreover, in another book, English in Focus, the stories are The Two Friends and the Bear, Buggy Races, The Prince and His Best Friends, Mantu's Little Elephant,

and The Singer and the Dolphin. This school also uses students' LKS (Student Worksheets), and still there is no Islamic stories provided in the LKS.

Stories which have Islamic values are, thus, assumed to have positive contribution to the success of the development of character education in Indonesia. Therefore, helping schools to provide material with Islamic value is important and this study is for that purpose to be conducted.

1.2 Reasons for Choosing the Topic

There were some reasons which urged me to propose this research, those were:

1. Character education is being implemented in Indonesia. The success of the implementation does need support from, not only government but, all parties, including the support in term of the appropriate material to be used to teach English in Islamic Junior high schools,
2. There is indication of the lack of the presentation of Islamic stories used as English reading material in Islamic Junior High Schools, therefore, Islamic narrative stories are needed to be presented to those schools.
3. Providing Islamic reading material will hopefully be of help to the success of the character education in Indonesia at least in three domains, those are in term of academic, character and religiosity, because while the material developed in the study enrich the material about reading to Islamic junior high schools, it also introduces the positive values of Islam done by the prophets of Islam.

1.3 Research Questions

Based on the background of the study, there were three research questions I proposed, those were:

- a. What kind of English reading materials do the eighth graders of Islamic schools in Central Java need?
- b. How is the Islamic narrative reading text material for eighth graders of Islamic junior high schools in Central Java developed?
- c. How is the effectiveness of the material for eighth graders of Islamic junior high schools in Central Java?
- d. How is the appropriateness of the material for eighth graders of Islamic junior high schools in Central Java?

1.4 Objectives of the study

In this research proposal, three objectives were to be addressed, those were:

- a. to find out kind of materials needed by eighth graders of Islamic junior high schools in Central Java,
- b. to find out how the Islamic narrative reading text material for eighth graders of Islamic junior high schools in Central Java developed,
- c. to find out how effective the materials for eighth graders of Islamic junior high school in Central java.
- d. to find out how appropriate the materials for eighth graders of Islamic junior high school in Central java.

1.5 Significance of the Study

The proposed study is hoped to give some advantages. Firstly, this study can give enrichment to the theory used to develop reading material, especially reading material with Islamic values. Secondly, the product of the research that is Islamic reading material is hoped to give help to the implementation of character education in Indonesian, especially in term of introducing Islamic values of the prophets to the students. Moreover, the reading material is also hoped to enrich English reading material. Thirdly, the product of the research will give triple benefits to the English teaching and learning. The material developed in the study while enrich English reading material to Islamic junior high schools, also introduce the positive value of Islam done by the prophets of Islam. Further, the study hopefully also gives help to the development of positive character of the students.

1.6 Scope of the Study

This research was conducted to be administered at eighth grade of Islamic junior high schools in central java. This study focused on the reading material, specifically Islamic narrative text developed to suit the need in terms of Islamic value to support the government's effort to implement character education.

1.7 Definition of Key Terms

1. Character Education

The Education Ministry of Indonesia defines character education as a conscious effort to make students understand, care about, and internalize the values and norms of the social life, in order to create a better personality (Basic Education Directorate, 2011).

2. Islamic Junior High School

In Indonesia, there are many types of junior high schools. Islamic junior high schools in this research refer to Junior High Schools with Islamic affiliation.

In Indonesia, these schools are also called as MTs (Madrasah Tsanawiyah).

1.8 Outline of the Thesis

This thesis is outlined into five chapters. The first chapter is the introduction, explaining background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, definition of key terms, and also outline of the study.

The second chapter discusses the review of related literatures which is divided into three sub topics those are review of previous studies, literatures review, and the theoretical framework of the study.

In the third chapter the discussions are about research methodology which include also research design, setting of the study, object of the study, data instrument, and the process of Research and Development.

Moreover, the fourth chapter discusses about results and discussion which include need analysis, research results, material development results, and the process of measuring effectiveness and appropriateness of the material.

Lastly, the fifth chapter discusses about conclusions and suggestions of the study.