

**DEVELOPING ENGLISH READING MATERIALS
FOR STUDENTS OF CERDAS MURNI
ISLAMIC JUNIOR HIGH SCHOOL**

AN ARTICLE

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**By:
DIAH AYU NANDA
Registration Number: 2122121013**



**ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
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Disusun dan Diajukan oleh:

Diah Ayu Nanda
NIM. 2122121013

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Menyetujui

Dosen Pembimbing Skripsi I



Drs. Johan Sinulingga, M.Pd.
NIP. 19530707 198211 1 002

Dosen Pembimbing Skripsi II



Morada Tetty, S.S., M.Hum.
NIP. 19740524 200701 2 002

Ka. Program Studi
Pendidikan Bahasa Inggris



Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800522 200812 2 003

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***Diah Ayu Nanda**

****Johan Sinulingga**

****Morada Tetty**

ABSTRACT

Nanda, Diah Ayu. Registration Number: 2122121013. Developing English Reading Materials for Students of Cerdas Murni Islamic Junior High School. A Thesis. English Educational Program, State University of Medan, 2016.

This study aimed to develop English reading materials needed for students of Cerdas Murni Islamic Junior High School through Authentic Material Approach (AMA). The objective of this study was to develop relevant English reading materials to the needs of Cerdas Murni Islamic Junior High School students especially eight grade. This study was conducted by Research and Development (R&D) design through six phases: 1) Collecting data, 2) Analyzing data, 3) Developing new materials, 4) Validating product 5) Revising materials, 6) final product. The data of this research were from the existing materials, syllabus, students' questionnaire, and the teachers' interview. The result of this research showed that the existing materials were not suitable to the Islamic school students' needs. Therefore, new English reading materials were developed through Authentic Material Approach (AMA) principles in order to meet the Islamic students' needs. Furthermore, developing English reading materials were recount text. Recount text expose personal recount "Tarawih Changed his Life and the biographical recounts of Prophet Muhammad SAW and Shalahuddin Al-Ayyubi". The English reading materials were validated by English teacher and English lecturer. Both of them agreed that new English reading materials were suitable with the Islamic school students' needs.

Key Words: English reading materials, Islamic junior high school, Research and Development (R&D)

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

As an international language, English can give many advantages for people. Most of people have ability in reading English; we can be easy to get much information which you want for sciences, education, sport or music especially we can download documents that are useful for our major. English give us many chances to have a good job for people because there are many companies and domestic companies which require employee's English skill.

In Indonesia, levels of education start from elementary school, junior high school, senior high school and up to university. Besides public schools, there are also Islamic schools such as Islamic junior high school (*MTs*) and Islamic boarding school (*Pesantren*). Islamic junior high school (*MTs*) is usually called *madrasah*. *Madrasah* is a form of classical education that is entered Indonesia in line with the current Islamic modernization. Tilaar in Yuli&Adhikrishna (2011).

Learning process in Islamic junior high school is based on application of curriculum in Indonesia. However, there are few additional Islamic subjects for instances like Arabic Language, *Qur'an Hadits*, History of Islam, *Aqidah Akhlaq*, etc. In addition, the teachers use also learning material as in public school.

English learning materials are divided into four skills that should be mastered such as; listening, speaking, reading, and writing. One of the four skills that students have to achieve is reading.

According to Depdiknas (2006) stated that the learning of reading in junior high school in order to the students can understand the meaning of written texts.

However based on the writer's observation of Cerdas Murni Islamic junior high school in Tembung, it was found that they were not interested in the reading material, easy to get bored or lack motivated to understand the text of reading materials. The textbook is only able to fulfill the needs of learners who are in the public school. Islamic junior high schools certainly have different special needs to the learners than learners of the public school.

Paulston & Brader in Sullivan (2012) stated that reading materials which are suitable the needs of learners would be easier for them to achieve the learning purposes. Text are which recognizable to students in terms of content, can help them overcome any reading comprehension difficulties; they may encounter with less common vocabulary and with words specific only to the subject presented. So if reading material contains in book deals with knowledge about Islam, learners will be more easily connect their basic Islamic knowledge with the new knowledge and practice their English language skills through vocabulary and writing style of the text.

REVIEW OF LITERATURE

Learning material is anything which is used by teachers or learners to facilitate the learning of language. Brian Tomlinson (2001: 66) stated that learning material is anything which is used to help language learners to learn. Materials can be in the form, for instances of textbooks, pictures, charts, cassettes, videos, workbooks or photocopied handout, a newspaper, etc.

Byrnes (2004) argued that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

In mastering reading text, the students should attempt to comprehend the text. Reading comprehension is a process a making sense of written ideas through meaningful interpretation and interaction with language. In reading a text, it will be easier for readers to have mastery about the content of it by identifying the genre of the text. Hoover & Gough in Serafini (2007) explained reading comprehension is simply combination of decoding and oral comprehension skills. If readers can decode the words on a page, they will be able to monitor what is being need to them orally and understand what they are reading.

According to Pardiyono (2007: 63) stated that recount text is a type of text which is supposed to inform the events in the past without exploring the conflict. It tells someone experience through the sequence of events. The details in a recount can include what happened; who is involved, where it takes place, when it happened and why is occurred.

According to Hutchinson and Waters (1987) defined 'needs' by making a distinction between target needs what the learners need to do in the target situation

and learner needs what the learner needs in order to learn. In needs analysis, the designer identifies the learning problem, the objectives, the audience's needs, existing knowledge, and any other relevant characteristics of students. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project.

Kitao (2007) stated that material development is a process of developing existing materials because there are some items of the existing materials which needed to be added or eliminated. Because the role of teaching materials as the center of instruction in teaching-learning process, they need to be prioritized.

Reading materials in the Islamic school should provide the Islamic messages of the students. Not only the knowledge is taught but also the most important thing is taught but also the most important thing is taught is the moral (*akhlaq*) especially the good behavior as the good Moslem. Rohmah (2009) explained that some characteristics of the reading materials in Islamic school such as : (1) the content should be suitable with the students needs, (2) there must be Islamic moral messages to learn, (3) the pictures in the text should be in Islamic pattern or should be polite.

Nuttal (1996) gave three main criteria when developing the new English reading materials and used them in the classroom. The important factors that Nuttal mentioned above such as (1) suitability of the content, (2) authenticity, (3) readability.

Curriculum is a set of planning which included instructional strategies to reach the objectives of teaching learning process and it is also the guidance for the students in achieving what they expect in their learning process. Meanwhile, Sutrisno (2008) stated that KTSP is an operational curriculum developed and implemented by each educational unit in this case refers to the law school are the educational. KTSP is arranged to adapt education with characteristics and needs of school. The objectives of KTSP are to develop the creativity of the schools and gather school society in developing of the curriculum based on the school characteristics and students' needs.

RESEARCH METHODOLOGY

Methodology

The research was conducted at MTs Cerdas Murni Tembung by using research and development (R & D). The target of this research is to develop English reading materials for eighth grade in second semester.

Borg and Gall in Emzir (2014) recommended researcher simplify the research for thesis, dissertation in smaller scope, including to minimize the stages of research. This research was conducted by following a few steps of R & D cycles as followed: (1) Collecting data, (2) Analyzing data, (3) Developing new English reading materials, (4) Validating new English reading materials, (5) Revising new English reading materials, (6) Revised-developing new English reading materials (final products).

Techniques of Analyzing the Data

The data was analyzed through these following steps:

- Analyzing students' need as data of study which were taken from interviews and questionnaires. Thus, from the data, suitable English reading materials to Islamic junior high school (MTs) was found so enhance their reading materials comprehension skill.
- Matching the existing materials to competence standard and basic competence of curriculum and analyzing the suitability to the students' needs.
- Developing materials based on needs analysis, competence standard and basic competence.

After collecting the data from the experts' judgment, the result was counted to find the mean of each variable. The experts evaluated the developed English reading materials through 4 categories. They were linguistic, process, product and content and layout. Each category had some valid criteria.

They were as following:

5= very good/relevant.

4= good/relevant

3= good enough/ relevant

2= not good/ not relevant

1= very not good/very not relevant.

Furthermore, the validation score of the materials were calculated to know whether they could be provided to the students as below:

Table 1 Quantative Data Conversion

Percentages (%)	Categories
82-100	Very good
63-81	Good
44-62	Fair
25-43	Poor

Modified from Sudjana in Rosginasari (2015)

Here is the diagram of developing speaking based on task:

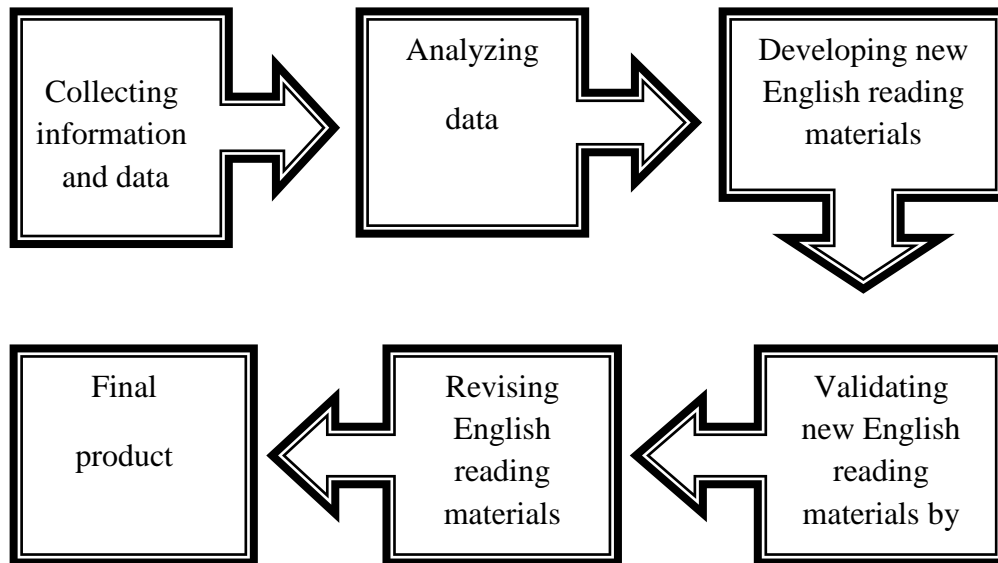


Figure 3.1 Diagram of Developing Task

CONCLUSION AND SUGGESTIONS

Conclusions

After the data have been analyzed, some conclusions are stated in the following:

1. The existing English reading materials were too general for the Islamic school students because there were not any Islamic messages in it. The stories in the existing reading materials were recount texts, that would not be used for outside the class. The messages in those stories were too general to tend to Islamic issues and the students of Cerdas Murni Islamic junior high school needed the suitable English materials which could support and increase their Islamic knowledge and shape them to be Islamic youth.
2. Authentic Material Approach (AMA) was considered a suitable approach applied in developing English reading materials for Islamic junior high school, thus authentic material approach principles adjustment to the English reading materials especially for Eighth grade of Cerdas Murni Islamic junior high school
3. The new English reading materials were developed in order to help the students gain their needs as the Islamic school students. The new English reading materials are developed through Authentic Material Approach (AMA) in order to find the suitable materials for the Islamic School students. In developing the new reading materials, there were three indicators to be used to make the new English reading materials suitable with the students' needs.

4. The new English reading materials were validated by experts by giving them questionnaire. The questionnaire consisted of dimensions of linguistics features, processes, contents, and lay out. The experts checked whether the dimensions were found in the new reading materials.

Suggestions

Based on the conclusions, the suggestions are:

1. It is suggested that the English teacher should not give the materials which were too general and are not suitable with the students' needs for the students of Islamic junior high school. If, the teacher found the materials were too general for students of Islamic junior high school which had specific needs.
2. It is suggested that the English teacher should provide the English reading materials based on related principles, theories, or criteria of effective instructional that have been studied.
3. It is suggested that the English teacher to use authentic material approach principles as an teaching approach in order to develop suitable English Reading materials for the students.
4. It is suggested that the other researcher should find many references to support in developing English reading materials. The other researcher should use to open questions of questionnaire to give the students' chance to deliver their wants in new reading material.

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