

DEVELOPING SUPPLEMENTARY READING MATERIAL FOR FIRST GRADERS OF RELIGION PROGRAM IN ISLAMIC SENIOR HIGH SCHOOL

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Abstract

This research aimed to develop supplementary reading material for students of religion program especially in first grade of AI – Khoirot Islamic Senior High School, Malang. According to the researcher's preliminary study on February 2019 by analyzing the book that used, namely "Bahasa Inggris X" from the government and analyzing the syllabus, the researcher found many problems from the book such as the book used the common English for the students in Senior High School and didn't focus for specific student, whereas the students of religion program were not interested to study English. The research design of this study was Research and Development (R&D). The development model used by the researcher was ISD model. The procedures include five steps : analyzing the needed materials of the students in religion program, designing the reading materials, develop reading materials for students of religion program consists of Recount text, Narrative Text, and Song lyric, implementing the product which had been developed and evaluating the result of the implementation. The types of data in this research were quantitative and qualitative data. Questionnaire and observation sheet were the instrument used by the researcher. The research finding indicated that based try-out result and the expert judgment, the developing supplementary reading material were acceptable to be taught at the first grade of the religion program students in Islamic Senior High School.

Keywords : Supplementary, Reading material, Religion Program.

INTRODUCTION

A. Background Of The Study

Religion Program in Islamic Senior High School is the new program which had been appointed by The Education Director at his decision on 2016 no. 1293 about The Execution of Religion Program. This program has three purposes, there are : 1. To produce the competence student in Religion Field (Tafaqquh Fiddin), 2. To produce the competence student in Foreign Language field (Arabic and English), 3. To produce the competence student in islamic insight and treasure. From that purposes, English is one of the lesson which should be given more in religion program. When in science program just only 2 time (45 seconds/a time) a week but in religion program have 3 until 4 times (45 seconds/a time). Cause of the religion program is a new program in islamic senior high school, most of the teacher still use the book are provided by the government, "Bahasa Inggris X" as the general book. The materials of the book used common English. The materials were completed by unfamiliar vocabularies, whereas English vocabulary and the materials in every unit which is needed by the students.

The use of irrelevant English materials especially reading material is an issue in the execution of learning based syllaby and it is brought about by two factors; the absence of significant English book sold on the lookout and the powerlessness of English instructors to plan such sort of materials. First and foremost, most of English books used don't give materials that are identified with Islamic Senior High school understudies' experience particularly for religion program. The vast majority of the themes in the books are common subjects and have no relationship to their background of study. Also, planning and building up a unit plan of materials applicable to the students isn't simple. It requires some investment and requires unique abilities for educators to plan and grow such a unit plan. At the point when the instructors have no capacity to do as such, they will in general utilize accessible materials which are provided on the lookout, although the materials are not pertinent to the students' background of study. The utilization of immaterial English books causes terrible impact on the implementation of English learning and English students. Some of the student are less persuaded to study English and have predetermined number of specialized vocabularies identified with their background. Take an illustration of understudies of religion program in Al-khoirot. They experience issues in imparting their experience concentrate in Islamic content that the vast majority of their language inputs, particularly theme choice, don't uphold their experience concentrate as understudies of religion program. Subsequently, they are less persuaded to study English. English books which they used are not equivalent to Islamic Senior High Schools' books. The substance materials don't appear to be indistinguishable from the students' experience, so the implementation of learning interaction doesn't bode well for them. In this way, to empower and keep up understudies' inspiration, the educator should present direct connection among English and the understudies' major. By knowing the connection between English language and their major, the understudies can bring their inspiration up in learning English. One of a few different ways to show the immediate connection among English and their major is utilizing materials which are identified with their major or foundation study. In view of the reasons over, the scientist chose to tackle those issues and build up the English perusing materials

for the understudies in religion program utilizing ESP (English for Specific Purposes) and furthermore utilizing ISD model (Instructional System Design).

According to the statement of Hutchinson and Water (1998) English For Specific Purposes is an approach to language teaching that aimed to find the needs of particular learners. Hutchinson and Water (1998) divided ESP into three kinds of language teaching: EST (English For Science and Technology), EBE (English for Business and Economics (EBE) and ESS (English for Social Sciences. These kinds divided again into two purposes, EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). In ESS (English for Social Sciences) consists of English for Psychology and English for Teaching. From these statements it's clear enough that with ESP the goal of English Learning can be achieved.

B. Research Questions

According to the explanation above, the importance problems were the suitable developing of reading material for religion program topics based on the students' need and the students' major. From these problems the researcher have formulated three research questions as follows:

1. What types of English reading materials do the first grade students need in Religion Program of Al – Khoirot Islamic Senior High School?
2. What is the designed of English reading material development for first grade students of religion program?
3. How are the experts' validation and students' acceptability for the English reading materials in first grade of religion program?

C. Research Objectives

The study aimed to develop English reading materials for first grade students of Religion Program. The specific objectives of this research were:

1. To conduct the analysis of students' need in first grade of religion program at Al-Khoirot Islamic Senior High School.
2. To design the English reading materials based on ESP (English for Specific Purposes) approach and ISD (Instructional System Design) model in Religion Program at Al-Khoirot Islamic Senior High School.
3. To show the experts' validation and students' acceptability for the English language materials in Religion Program at Al – Khoirot Islamic Senior High School.

D. Research Significance

1.Theoritical Significance

The benefit of this research expected to give reading materials which related to the background of the study for the students of religion program.

2. Practical Significance

The research would be useful for the students and the teacher of Religion Program especially in Al – Khoirot Islamic Senior High School.

For the students of Religion Program, the finding of this research could help them to learn English material easily especially about recount text, Narrative text and Song lyric.

For the teacher, the materials which has been developed in this research could facilitate the teacher to teach reading material of English for first grade students effectively.

For Religion Program of Al-Khoirot Islamic Senior High School expected this product

could be used as English supplementary reading material in learning process especially for the first grade students.

E. Scope of Limitations

The research was conducted to administered at first grade of religion program in Al-Khoirot Islamic Senior High School. This research focused on the reading material on second semester about Recount Text, Narrative Text and Songs Lyric, specifically Islamic reading text to suit the need in terms of Islamic value to support the government's effort to produce the competence student in foreign language especially English.

F. Operational Definition of Term

1. Supplementary Materials

Supplementary materials are other materials used in addition to the textbook. The supplementary materials are selected first by recognizing that it is necessary to have something different from the material in the textbook and then by knowing where to find the most appropriate kinds of material. Some reasons of applying supplementary materials in teaching learning process are: (a) to replace unsuitable materials in the textbook; (b) to provide materials missing from the textbook; (c) to serve appropriate materials for students' particular needs and interests; (d) to provide extra exercises for practice the students' skill; and (e) to add variety to teaching (Spratt et al., 2011:161).

2. Reading

Reading is the readers' way to interpret the printed words. Sanchez in Syavenny (2017) said that reading comprehension is emphasizing authors' writing and readers' ability to make sense of the text.

3. Religion Program

Religion program in Islamic Senior High School is adding program which include the general lesson from the curriculum and specialization religious lesson. This program is for the students who interested to study about Islamic lesson more. The Islamic Senior High School that organized the religion program should add the religious lesson as the adding lesson or specialization lesson.

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

There were many researchs about English materials or material development especially in English for Specific Purposes (ESP) had been conducted by many researchers. As the references from the previous researchs, the researcher present in this chapter. First is Suyadi. Suyadi (2016) has conducted the research which aimed to improve teaching English material for accounting program. He used English for Specific purposes (ESP) to solve the problem. He found that the students of accounting program need the specific material in learning English which related to their study program.

The second is Imam Ghozali. Ghozali (2011) has conducted the R & D research in creating English Textbook for the students in Vocational High School. He concluded that developed textbook is more effective to improve the students' understanding in learning and teaching English.

The third is Choirul Rohmah. He conducted the R & D research for the student grade

X in vocational high school. One of the research objective is to design appropriate English learning materials for grade X students in vocational high school. The research result found that the English learning material which designed by the researcher is good.

From the review researchs above the researcher decided to conduct the developing reading material for the religion program using English for Specific Purposes (ESP) with Research and Development design

B. Theoretical Foundation

In this research there were some theories that supported the design of the research as the theoretical foundation. Below are the several theoris about reading material, material development, Recount Text, Narrative Text, Songs Lyric, English for Specific Purposes (ESP) and ISD Model.

1. Reading Materials

Brian Tomlinson (2012) said that the materials are anything which are utilized to help language students to study. Reading is a process of learning. Reading is the important skill in language teaching besides writing Skill, speaking skill and listening skill. There are several types of classroom reading performance : Oral Reading and Silent Reading. In Silent Reading contains Intensive and Extensive Reading. Intensive Reading divided into two types, Linguistic and Content. Extensive Reading divided into Skimming, Scanning and Global. Reading material is the material that focused on the students' reading skill.

2. Supplementary Material Development

Supplementary material is the adding material of the course book or text book. Material development is the process to produce the material for the language learning. The process include the material evaluation, the adjustment, the planning, the production, the using and research (Tomlinson, 2012:13). From the statement above, it can be conclude that Supplementary Material Development is the process to produce the adding material for the language learning.

3. Recount Text

Recount Text is the text that retell the past event or the activity which happened in the past. There are many types of recount text such as, Personal Recount, Historical Recount, Biography and etc.¹ Its generic structure is Orientation, Event and Re-orientation.

4. Narrative Text

Narrative Text is the kind of the text which telling the story to amuse and entertain the readers. Narrative text includes folk tale, folklore, myth, legend, fable, fairy tale and etc. the narrative text Structure is Orientation, Complication, Resolution and Re-orientation.

5. Song Lyric

Song Lyric is the songs' text. The song lyric consist of intro, Verse, Bridge, Chorus, Refrain/Reff, Interlude, Modulasi, Ending (Wikipedia.org).

6. ESP (English For Specific Purpose)

Hutchinson and Waters (1998) showed that English For Specific Purpose is an approach in language teaching methodology which focusing on the students' background knowledge and the sudents' experiences.

7. ISD Model

Instuctional System Design (ISD) Is an organized procedure that includes the steps of

¹ Kemendikbud, "Bahasa Inggris X" Edisi Revisi 2017. Jakarta;2017

Analyzing, Designing, Developing, Implementing, and Evaluating Instruction (Seels & Richy, 1994).

C. The Theoretical Framework

The students of religion program faced several problems when The English Learning process. One of the problem is the an appropriate book. The book that is used by students and the teacher is the book from the government "BAHASA INGGRIS X ". The content of those books still use general English material which the topic consists of general topic. It was different with their background study. The religion program students' usually learn about lesson that deal with Islamic content.

METHOD

A. Research and Development Model

According to the objectives of this research, the researcher applied Research and Development (R&D). There are some models of R & D which can be applied. One of the model is ISD model from Seels and Glasgow. The ISD model or Instructional System Design are the variations of the ADDIE model. The ADDIE models is the common process usually used by the instructional designers. There are five steps of The ADDIE models, Analysis, Design, Development, Implementation, and Evaluation. These steps can be described with the following figure.

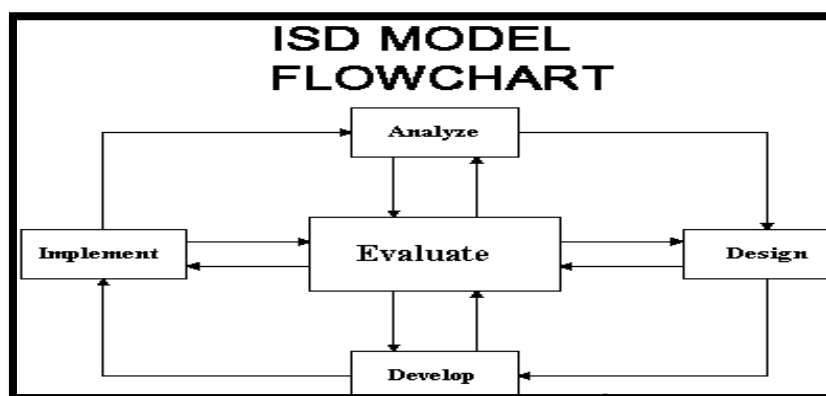


Figure 1. The Seels and Glasgow ISD Model

B. Research and Development Procedures

The researchs' procedures in creating supplementary reading materials for religion program based on ISD model which provided 5 steps included of Analysis Phase, Design Phase, Development Phase, Implementation Phase, and Evaluation Phase.

The first phase is analysis phase. In this phase the researcher identified the learning problem, established the aims and purposes, clarified learning environment and learner's background knowledge and ability. The following questions are the questions which addressed in this phase :

1. Who are the students and their characteristics?
2. What are the peadagogical consideration?

3. What is the need of the audience?
4. What is the goal?

The second phase is design phase. According to Culatta Richard (2021) the design process deals with the objective of learning, instrument of evaluation, tasks, content, the analysis of subject matter, making the lesson plan and selecting the media. The design process should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

The third phase is development phase. In this phase the researcher create and organize the content draft that were designed in the design phase. The product is validated by the expert validator and revised according to any feedbacks given.

The fourth phase is Implementation. In this phase the researcher conducted the try-out of the developed materials to the student in religion program.

The fifth phase is evaluation phase. The evaluation process consist of two evaluation;formative and summative. In this study the researcher just conducted the formative evaluation.

C. Research Subject

The subject of the research was the first graders of religion program in Al – Khoirot Islamic Senior High School. The class consists of 39 female students which is the researcher has been permitted to conduct the research. It caused the rule of the school that the female teacher or researcher just allowed to teach in the female class, in contrast the male teacher or researcher allowed to teach male students.

D. Types of Data

The research was developed by two types of data; qualitative and quantitative data. The qualitative data were collected from the experts' validators. While the quantitative data were collected from the result of try-out and questionnaire.

E. The Instrument of the research

The instrument used in this research were questionnaire and observation sheet. The questionnaires were given to the first grade students of the religion program in Al – Khoirot Islamic Senior High School. These questionnaires were used to show the students' needs in learning English. The question dealt with religion program students' need points with the construction of the English reading material especially in first grade.

F. The Procedures of The Data Collection

The first step in collecting the data was giving the questionnaire for the students in First Grade of Religion Program in Al-Khoirot Islamic Senior High School which the result used to develop the reading material. The next step was giving the observation sheet to the expert validators which the result used to know the appropriateness the content of the product. Then, conducted the try-out to analyze the acceptable of the product. After that, gave the last observation sheet used to know the appropriateness of the product.

FINDING

The finding of the study from the questions and the objectives of the study would be

provided in this section. The finding data from the need analysis obtained that the students in first grade of religion program needed the specific material that dealt with their background study. Based on the questionnaires' answers almost all of the students needed the material development on reading skill. Designing process on this research began with took the English Language Teaching Syllabus from the government and drafting the topics. The reading materials based on the syllabus of the curriculum 2013 were including narrative text, recount text, and songs lyrics. The topics in the English book from the government were; My Idol, it was recount text about the personal experience that meeting the idol. The Battle of Surabaya, it was historical recount text. B.J. Habibie and Cut Nya' Dien, it was Biographical recount. Issumboshi and Malin Kundang, it was narrative text. You've Got A Friend, it was song lyric. Then, The researcher combined the students' need and the syllabus to develop the reading materials. After designing the materials, the researcher conducted the test to find out the effectiveness of the designed reading materials with detail shown in Appendix 3. Below is the short description of the result:

Chapter/Topics	THE EFFECTIVENESS			THE CATEGORY OF RESULT
	LOW	MEDIUM	HIGH	
Chapter I (Visiting My Idol Burial)	2%	5%	93%	Very Effective
Chapter II (The Battle Of Badar)	1%	8%	91%	Very Effective
Chapter III (Abdurrahman Wahid)	2%	1%	97%	Very Effective
Chapter IV (Abdurrahman Saleh)	5%	15%	80%	Very Effective
Chapter V (Nuh)	0%	20%	80%	Very Effective
Chapter VI (Qabil And Habil)	2%	16%	82%	Very Effective
Chapter VII (My Mother)	1%	3%	96%	Very Effective

Table.1 The Effectiveness of Reading Materials for The First Grade Students Of Religion Program in MA AL-KHOIROT

Based on the table.1, the researcher found that almost all of the reading materials in each unit that had been developed could be achieved easily by the students in religion program. Besides the effectiveness of the product, the researcher also found the weakness of the product. The weakness appeared were the lack of activities in each unit, the lack of exercises and the lack of appropriate vocabularies. From the finding, the researcher needed to revise the product. After revised the product with the finding result consideration, the researcher conducted the second try-out which the result was better than the first try-out (see Appendix 4).

After conducted the several phases included found the students' needs, developed the reading material and conducted the try out and the test, the researcher gave the last observation sheet for the expert validators and the students. The finding would be described

with the table below :

Unit	The Material	The Material Development	The Appropriateness	Category
1	My Idol1	Visiting My Idol Burial	84%	Appropriate
2	The Battle Of Surabaya	The Battle Of Badar	94%	Very Appropriate
3	B.J.Habibie	Abdurrahman Wahid	90%	Appropriate
4	Cut Nya' Dien	Abdurrahman Saleh	80%	Appropriate
5	Issumboshi	Nuh	90%	Appropriate
6	Malin Kundang	Qabil And Habil	95%	Very Appropriate
7	You've Got Friend	My Mother	85%	Appropriate
Note: Less Appropriate =71-80, Appropriate =81-90, Very Appropriate= 91-100				

Table. 2 The Appropriateness of English Reading Material for First Grade Students of Religion Program in MA AL-KHOIROT

According to the table.2, the researcher found that the students in religion program especially in first grade or tenth grade of MA AL_KHOIROT accepted the material development. The findings were concluded from the students' and the expert judges' answer toward the questions on the observation sheet which the researcher presented in Appendix 5. There were four questions in the observation; about the kind of the text, the topic, vocabulary and activity. The researcher gave the title of the first material from the book "BAHASA INGGRIS X" as the consideration to answer the questions in observation sheet. From the table.2 shown that in Unit 4 Abdurrahman Saleh is the lowest, it caused Abdurrahman Salehs' topic was about the local hero and the vocabularies that dealt with the religion program is lack.

DISCUSSION

Developing reading materials for the students in first grade of religion program which consist of five steps has been conducted with the information related as the consideration. The first step, the researcher conducted the need analysis to know the students' want. The finding shown that the students in religion program wanted to study English easily with the appropriate book which the content dealt with their background of study. It meant that the book they need contained Islamic topic and vocabularies. It related with the Richard statement in Brown (2015) that the need is depend on whom you ask, they want, desire, demand, expectation, motivation, lack, constraint, and requirement.

The second step, the researcher designed the product based on syllabus and the

book has been used by the students. The researcher focused on the second semester. According to the Grave in Brown (2015) syllabus is the structure which planned of a single course that outlines specific purposes, needs, readings, evaluations, and scheduled assignments.

The third step, the researcher developed the materials especially in reading skill. The researcher gathered materials from different sources, such as internet, Islamic story book, and Islamic Biography and then arranged them into a supplementary book. As the previous section presented that Tomlinson (2012) said the material development is the process included the material evaluation, the adjustment, the planning, the production, the using and research.

The fourth step, the researcher implemented the product with tried-out. The researcher realized that the students would be uncomfortable to read the whole of the supplementary material at one time, so that the researcher decided to conduct the try-out two times. First try-out was about recount text and the second try-out was about the narrative text and songs lyric.

The last step, the researcher conducted the test as the evaluation of the product. For the test, the researcher used the types of reading assessment by Brown (2015) Perceptive Reading used multiple choice recognition, Selective Reading used multiple choice grammar/vocabulary tasks and contextualized multiple-choice, and Interactive Reading used reading comprehension questions.

From the finding and the discussion above the researcher concluded that the designed developing reading materials were acceptable for the students in first grade of religion program in Al-Khoirot Islamic Senior High School.

CONCLUSION AND SUGGESTION

It is very important to design English reading materials which are appropriate for the students of religion program in Islamic Senior High School. Based on the objectives of this research at producing English reading materials for students of religion program, the researcher took two conclusions. The first conclusion is about the process in designing the materials and the second is about the specification of the supplementary reading materials which are appropriate for the students of religion program.

In term of the process in developing the materials, there were several phases that should be followed by the writer such as conducting need analysis, designing material draft, organizing or producing the materials, validating the developed materials by using expert validator, implementing the product, evaluating and revising the materials, and creating the final product of the developed materials.

Regarding the specification product, the developing supplementary reading materials which are appropriate with the students of religion program consist of seven units. Each unit were completed by vocabulary, grammar and exercises which modified as the activity.

The researcher realized that this research has many weakness, so that the researcher suggest to conduct the research about the appropriate materials for the students in religion program in all grade in Islamic Senior High School.

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