

## **DESIGNING ENGLISH READING MATERIALS FOR EXTRACURRICULAR PROGRAM IN ISLAMIC JUNIOR HIGH SCHOOL**

**Rosni Harahap**

**Lecturer at English Study Program, Faculty of Teacher Training and Education University of  
Graha Nusantara, Padangsidempuan**

### **ABSTRAK**

*Tujuan dari penelitian ini adalah untuk mendisain materi Reading bahasa Inggris dalam bentuk Buku latihan untuk siswa/I Madrasah Tsanawiyah. Penelitian ini telah melewati hasil observasi terhadap siswa dan kebutuhan sekolah. Yaitu tidak tersedianya buku latihan siswa untuk pembelajaran program ekstrakurikuler yang dibutuhkan oleh siswa/i. Jenis penelitian ini menggunakan Research and Development (R&D). Prosedur yang digunakan untuk jenis penelitian adalah menganalisis, mendisain materi, validasi ekspert/ahli, menguji coba materi dan hasil dari produk. Langkah pertama dari penelitian ini sebelum mendisain materi adalah analisis kebutuhan. Data semuanya dikumpulkan, dimulai dari kuesioner, observasi, dan interview terhadap siswa, guru, dan kepala sekolah sekolah. Hasil dari kebutuhan analisis menunjukkan bahwasanya siswa/I dan sekolah membutuhkan materi bahasa Inggris yang berbentuk latihan untuk program ekstrakurikuler sekolah. Materinya harus berisi konten cerita Islami. Hasil dari analisis kebutuhan dipergunakan untuk mengembangkan dan mendisain materi. Lalu langkah selanjutnya adalah merevisi materi. Semua hasil revisi dari ekspert/ahli digunakan untuk memperbaiki hasil produk. Hasil revisi akhir, adalah penilaian skor dari ekspert/ahli yang menunjukkan kelayakan daripada produk. Langkah akhir adalah hasil dari uji coba oleh para siswa/i. Kebanyakan siswa/I mengapresiasi dan memberikan respon yang positif terhadap hasil buku produk, itu terlihat dari komentar yang mereka berikan dikertas kuestioner yang diberikan oleh si peneliti. Hasil akhir dari produk ini adalah buku materi yang berbentuk buku latihan siswa dengan konten cerita Islami untuk murid kelas VIII di Madrasah Tsanawiyah Almunawwarah II Malang.*

**Kata Kunci :** Merancang Bahan Bacaan Bahasa Inggris, Program Ekstrakurikuler

### **ABSTRACT**

The purpose of this study is to design English reading materials in the form of workbook for the students of Islamic Junior High School. This study was carried out after observing the students' and school needs'. It was the unavailability of English reading materials for an extracurricular program that meets the Islamic Junior High School students' need. The design of this study was Research and Development (R&D). The procedure of the research included need analysis, designing materials, expert validation, tryout materials and final product. The first stage of this research before designing the materials is need analysis. All the data were collected from the questionnaires, observation and interview guide to the students, the English teachers and the principal of school. The result in the need analysis stage showed that the students' and school needs' is the English reading materials for an extracurricular program. The materials should contain Islamic precious stories. The result of the need analysis was used to develop and design for the materials development. Then the next stage is the revision stage. All the revisions from the expert validation

were revised for the betterment result product. The last revision, the result score from the expert validation showed that the product no needs revision and the product meets the criteria of a good book. The last stage is the result of tryout. The checklist were given to the students and the result of it showed that the workbook is interesting, good, colorful, relevant and appropriate to students. The result after tryout showed that most of students had given the positive response toward the workbook. The final product of this study is the English reading materials in the form of workbook for the eighth grade students of Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang. The content of the book were Islamic precious stories, completed with reading techniques in every chapter, reading and vocabulary tasks which suitable with the students' need in the Islamic school. This workbook is also can be used for another Islamic Junior high school who has the same mission in Islamic school and have the same problem for their English extracurricular program.

Key words : Designing English Reading Materials, Extracurricular Program

## I. INTRODUCTION

Reading is an essential skill for English as a second/foreign language (ESL/EFL) student; and for many, reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas. Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page, nor is it only in the head of the reader (Anderson, 1999: 1).

Nunan (1999: 249) states it is true teaching reading spent more time for students than any other skill. It is because students have to know the meaning of difficult vocabulary first and then try to understand the text, analyze the purpose, main idea, detail information and get the message from the text. That is why a teacher should apply many reading strategies for the students in teaching reading, make many tasks or exercises in order to make students easy comprehending the text, lose their boredom and be motivated to join the learning process. Sulistyo (2011: 43) states micro reading skills and reading strategies are needed when reading in action takes place. It can help the students to get the meaning of the reading materials.

The problem of students' low motivation to read must be overcome first then apply many teaching reading strategies because reader motivation has been shown to relate to the quality of the outcome of reading

Anderson (2000: 53). The eighth grade students of Al-Munawwarah Islamic Junior High School students have the problems of low motivation to read, difficulty in comprehending the English reading passage and unavailable book for the extracurricular program. it is the reason why the school decided to conduct the English extracurricular program that focused on reading class. In this extracurricular program, the students need the English reading workbook to make them easily understand the reading passage. They need some reading techniques and exercises to explore their capability in joyful learning activity. They also still need teacher's guide in the learning process in the classroom.

Section 2, law of National Education system number 20 year 2003 told that National educations' purpose for developing the student's potential to be able to worship unto God, good attitude, healthy, educated, capable, be autonomous, democracy and responsible person. Developing the student's potential means it can be carried out by having an extracurricular program. The extracurricular program is the curricular program that the time allocation is not settled by the curriculum. The activity in extracurricular program can help the students to improve their ability and creativity for their potential.

This research is carried out based on the researcher's experience, she herself as an English teacher at Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang. This school has an extracurricular

program for English subject. The principal of that school asked her to teach English Reading in extracurricular program and find the suitable sources for her teaching herself. Because the school also teaches Muthala'ah lesson for Arabic reading class, so English reading subject which suitable with the program in Madrasah Diniyah must be taught. The English reading taught must contain of Islamic message for the students to get better knowledge of Islam. It is because some of students there were stayed in the Islamic boarding school. The location of Al-Munawwarah Islamic Junior High School Muhammadiyah II is also in the same location with Islamic boarding school. They have the same regulation, mission and perspective to create the good Islamic generation through English as the International language in this global era. Although it is an Islamic school, mastering English lessons is very important for students to prepare for their bright future.

The students and the English teachers there were interviewed. The formal and informal interview was applied to get the better information and to know the students' and schools' need. The result of the observation is unfortunately disappointing. It is because some of students said that they were lazy to read an English book. Because reading English made them feel bored and understanding English vocabulary is so hard. Some others said because the stories in the formal book are not interesting and the English books in the library unavailable. Most of the students are not motivated to read English text because they wanted the interesting story which suitable with their mission in the Islamic school. The result of the English teacher's interview was also disappointing. They also said the unavailable book in the library becomes one of the problems why the students were lazy to read. Usually the story in the English book is the general story such as about education, government, fable, culture, fairy tale, disaster, myth, and etc. There is no specific Islamic content in the English formal book they were given to the students.

Usually, teachers should find the material themselves for the teaching process in an extracurricular program but they never teach the Islamic stories before. They just teach the fables and general story as usually found in the formal class in the morning. It is also no specific strategy in teaching it in the classroom. There is no difference between extracurricular class and formal class. Besides, extracurricular class should be more enjoyable, interesting, and apply many strategies. The principal and teachers there are expected students can enjoy learn English in the extracurricular class.

Actually, there were so many sources from the Internet or other books that suitable for the teaching, but unfortunately, it was only provided the Islamic story and no exercises or task for students. There were also many Islamic prophets stories with the colorful designed in the book store for children but again, it is not provide the suitable exercises and teaching strategies for the students. It just telling Islamic stories without the right aim and reading techniques. That is the reason, the school is not used the book from the book store. Moreover the cost is expensive but the content of the book is still not suitable for the students' need.

One of a good English book was found from Gontor Islamic Boarding School. The book's name is *Stories for You*. It was for the junior high school students' extracurricular program in that Islamic Boarding School. Unfortunately, the content of the book were the only provide stories completed with Arabic, English and Indonesian vocabularies. The stories in the book were combined between Islamic stories and fables. There were no tasks and reading techniques can be applied for students and no specific purposes for teaching reading.

The Islamic story from the Internet is various and good but a teacher should teach it in the classroom using LCD and projector. Sometimes the problems come from the electricity. If the electricity is off, the teaching process will be disturbed. It also needed time to make the exercises for students. The stories also can be copied for students, but it wasn't

flexible and spent much money. Besides it is not good and uninteresting, it is also impossible if every meeting the students should copy the materials. The students' need here is a workbook to make the learning process easily and some interesting reading techniques applied in the classroom. It is to reduce their boredom and laziness in learning reading subject. The students can write their answer in the workbook, bring the books to their boarding room/ house, read the stories in their spare time and enjoy their learning process. By owning the workbook, the teacher also gets easily preparing the subject and able to focus on the learning process by using the techniques provided in the workbook.

Based on all the explanation above, the designing of reading Islamic story addresses to the need of the principal, the teachers and students of Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang. The need in the observation found that the English teachers in this school suggested that the reading English materials should be in the form of interesting and colorful workbook. The workbook should contain Islamic precious messages provided the various reading and vocabulary tasks and completed with reading techniques in every chapter. The principal also suggested that the school will use this workbook as soon as possible for the English class in extracurricular program with many English strategies in order students motivated to read English passage and felt happy to join the learning process.

Both of students and teacher are needed the workbook for English class extracurricular program. They can focus on their purposes in understanding the reading skill. Moreover, this workbook is designed based on their need and suitable with the schools' mission. The workbook is provided the English Islamic stories, the various reading and vocabulary tasks and completed with the reading techniques in every chapter. It is also designed colorful, interesting and full of pictures that relevant to the passages.

Regarding the condition and problems described in the background of study above

that is on the unavailability of English reading materials for an extracurricular program that meet the Islamic Junior High School students' need, this study aimed to design English reading materials in the form of book worksheet for the students of Islamic Junior High School. The content of the book were Islamic precious stories, completed with reading techniques in every chapter, reading and vocabulary tasks which suitable with the students' need in the Islamic school.

The final product of this study expected to be significant for students whom are studied in the Islamic Junior High School as reading materials in the form of workbook for extracurricular program and the product gives meaningful contributions to the teacher who teaches English in extracurricular program in the school.

This study is focused on designing English reading book workbook contain Islamic stories to help students understand the ideas of reading text and get the Islamic message from the passage.

The design of product intends to meet the teachers and students' need with purpose to use in the extracurricular program. Therefore the final product of this research is the reading students' workbook.

The product consisted of ten chapters. The number of pages for each chapter was varied; 5,6,7,8 pages respectively. The total product was 79 pages. The product was designed using *Adobe Garamond Pro* theme font, meanwhile the letter were 14 point. For the title of each chapter was written using *Adobe Garamond Pro* font with 30 point; meanwhile for the sub chapter was also written using *Adobe Garamond Pro* theme font but the point is 22 and style. In addition, the title of each chapter and sub chapter were designed colorfully. In every chapter the instructional, the purpose and learning review were provided.

## II. THE REVIEW OF LITERATURE

### Materials Design

Hutchinson and Waters (1987:21) state English for specific purposes (ESP) is an

approach to language teaching which aims to meet the needs of particular learners. This means, a teacher able to design the appropriate book for their students in practice the learning process. The designing materials here usually being determined either by observing the students, interviewing the teachers, and asking information as much as possible to know their need about the material designed.

Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation (Hutchinson and Waters).

### **The Syllabus**

Hutchinson and Waters (1987:83) state that a syllabus is a document which says what will (or at least what should) be learnt. This means, in organizing the syllabus, it is necessary to consider factors what is more easily learnt, what is more fundamentally to learning, items needed to learnt, and what is more useful in the classroom.

### **Reading Strategies**

Sulistyo (2011:43) states that some experts used micro reading skills and reading strategies. It was normal to see because it needed when reading in action takes places. That's why the definition of reading strategies can be said as tactics used by readers in getting meaning out a reading material.

Brown (2001) states that learners who are already able to read in a first language need just to develop their reading strategies that are appropriate and efficient in dealing with another text in the second language

### **Vocabulary in Second Language Reading**

Hudson (2011) states that language is formed of words by using words people can talk everything about object in this universe. The language learners learn about words before they recognize about syntax or

conventional discourse patterns. A key in language and its acquisition was the learners' vocabulary.

### **Reading and First Language Vocabulary Learning**

Hudson (2011) states while in the reading process, the reader may be easy to comprehend the meaning of the words. It is because the context makes it clear and the reader no need to process the words with very much depth processing.

### **Previous Studies**

The researcher found the similar research to this product. It is the research from Nur (2014) did a research which focus on developing supplementary reading materials for Mts Babul Khairat Lawang Malang. The second study is conducted by Adi (2013). He did the similar research also about developing the proposed English reading materials for the second grade students of Madrasah Aliyah Miftahul Ulum Suren Jember. The third study is conducted by Maria (2011). She did the similar research about developing supplementary reading materials but it was related to science and math for the tenth graders of SMAN 5 Malang. The fourth study is from Maulana (2015). The title of his recent research is developing supplementary reading materials for extensive reading in Vocational High School.

## **III. RESEARCH METHOD**

This study is aimed at designing reading materials for Islamic Junior High School. This study produces reading materials which used for teaching English extracurricular program and meet the students' need of eighth grade students of Al-Munawwarah Islamic Junior High School. To support the study, the most appropriate design that the writer applied is research and development (R&D).

In designing reading materials, the researcher conducts the study based on a certain model of a development in the process of designing reading materials. The basis of the study or related source of book design, the researcher decides to apply the model of development which covers the following steps: need analysis, designing reading materials, expert validation, try out, and final product. The purpose of the Research and development is designed the product of reading materials for the eighth grade students of Al-Munawwarah Islamic Junior High School then the model of Borg and Gall are used in the procedures of research. The consideration in conducting the research in limited time, the adaptation was done by modifying the stages of process.

This need analysis was conducted to analyze the problems happened while the process of learning and to obtain as much as possible the information in the field. It includes the information of the eighth grade students, and the English teachers there. It was done by interview guided instruments and questionnaires.

The existing of instruments in this research is used to collect data about the needs of the teacher and the students for designing reading materials mainly based on the factual situation and condition of English teaching and learning process at Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang.

In developing materials, the mainly activity is the selected some materials of a researcher from many sources. It can be from internet and books. After choosing the materials, it is developed by combining all the suitable and acceptable materials to the students' need. Nunan (1991) advises these steps are needed in the materials development, they are; selecting topic, collecting data, determining learner's need to do related to the text, creating pedagogical activities/ procedures, analyzing texts, and activities to determine the language elements, creating activities focusing on language element, learning skills/strategies and application tasks. The syllabus has also

designed for the teaching English reading subject in the extracurricular program.

The materials in this research focused on the content of Islamic precious stories. It is because this product will be distributed for the Islamic Junior High School students in extracurricular program or it is called as Madrasah Diniyah. Many tasks had provided in every story. It is included the reading and vocabulary tasks.

Validation is one of the processes in Research & Development. In conducted this research there were two validation they were expert and teacher validation. Expert validation is needed to improve the quality of the product, to check the weaknesses of the product and correct the mistakes in the product. The product is validated to related experts and revised according to get quality assurance (Latief, 2011: 174). He also states that different expert may be needed to validate the quality of the product.

In the first revision stage, the materials were revised based on the experts' comments and suggestion. It is to make the product better and able to try out to the students.

The next step after validation is trying out the product. It means the products are given to the students in a small or big scale to be revised. It is to know the criteria of success of the product and to determine the acceptability of the product.

In the second revision stage, it was done after try out product to the students. The researcher revised all the evaluation from the expert and students' comments and suggestion.

This is the last stage, after all of the revision done, the product of designing the English materials for extracurricular program is ready to be used and published to fulfill the students' need.

In this research, there were four instruments used to collect all the data. The instruments were questionnaires, interview guide, and observation and validation sheet.

All of the instruments in this research were conducted to know the information as

much as possible, the expectation and the weakness of product.

All the data of observation, interview guide, questionnaires, and validation's sheets were analyzed descriptively. The researcher described all the data in the factual condition in the field. The data analysis process described in three phases; the needs analysis phase, the expert validation phase and the tryout phase.

#### IV. RESULTS OF DEVELOPMENT

In doing the research, need analysis was done in order to find more information related to the students' and school needs. It was conducted to obtain as much information for designing the product. The data were collected from questionnaires, interview and observation.

##### Result of Questionnaires

The need analysis was conducted using questionnaires, and then table was used to show descriptive statistics for each item of the questionnaires. Table 4.1 shows the result of a questionnaire concerning the students' need for Islamic reading materials.

No	Variables	Responses	Total	Perc. (%)
1.	Reading habit	Yes No	9 21	30% 70%
2.	The availability of reading extracurricular materials	Yes No	2 28	6,66 % 93,3%
3.	The need of reading extracurricular materials	Yes No	30 0	100% 0%
4.	Reading English Islamic stories	Yes No	3 27	10 % 90 %
5.	Criteria of reading extracurricular materials	Interesting Enjoyable Islamic	15 16 24	50 % 53,3% 80%

No	Variables	Responses	Total	Perc. (%)
		Stories Story with pictures Story with easy language Story with many tasks	20 18 21	66,6% 60 % 70 %
6.	Types of reading materials they need	Science stories Short stories Islamic precious story General story Fairy tales	7 21 26 2 5	23, 33% 70 % 86,6% 6,66 % 16,66 %

##### Result of Interview

The data obtained from the English teachers of Al-Munawwarah Islamic Junior High School Muhammadiyah II toward the need of the book for extracurricular program. The teachers expect that students can get the value or message from the topics in the book and also improve their ability in learning English. The teacher agrees if the book should provide many tasks for students in the form of workbook.

The teachers were enthusiastic in waiting this workbook, because they want to teach English extracurricular program next semester using this workbook. It is because the unavailability books in the school and unmatched materials for students are the teachers' problem in teaching learning process.

The second interview is to the principal of Al-Munawwarah Islamic Junior

High School Muhammadiyah II. She really feel happy and enthusiast when she knew if the workbook will be finished before the next semester. She said that the books for extracurricular is really needed as soon as possible. She agreed with the English teachers that the book should contain Islamic precious stories, in the form of workbook and completed with many tasks. The result of interview and questionnaire were used to design the materials for this research.

### **Draft of the Materials Development**

The draft of the material development covers the passages, topics, objective, materials and tasks. Based on the information gathered in the need analysis, the material was designed. The draft of materials consists of reading materials; workbook completed with reading and vocabulary tasks. The reading materials are for the eighth grade students for one semester.

There are 10 (ten) chapters which deals with Islamic precious stories. The Islamic stories were selected from the Internet and books. The stories were chosen based on the value or the precious message that students can get for their life. The stories were Chapter I is "The Power of Istighfar", Chapter II is "Did You Thank Allah for Your Eyesight?" Chapter III is "Ice Cream", Chapter IV is "Truth at Every Cost", and Chapter V is "Love for Children", Chapter VI is "The Angel", Chapter VII is "A Beautiful Gift", Chapter VIII is "Obedience to Parent", Chapter IX is "The Sight of Ka'bah", and the last is Chapter X is "Imam Abu Hanifa".

The other step was designed the tasks of each chapter. Reading and vocabulary were chosen as the tasks because it can support students in understanding the reading process and exploring the vocabularies into other skills. All of the tasks can be done in the workbook and the place for doing it was available.

The reading skill tasks such as identifying main idea, finding the key words or sub heading, writing predictions, finding details information, answering comprehension

questions, making questions, finding the true or false statement according to the text, writing the statements they know in the text and summarizing.

### **Result of Validation**

The validation is covered three major steps; the expert validation, revision and try out of the developed materials.

### **The Revision of Expert Validation**

The draft of reading materials was finished in the first of May 2015. The first revision of expert validation was carried out at 11<sup>th</sup> of May 2015. After the materials were designed, they were validated by the expert.

The first consultation to the expert, he asked what kind of book this product was, if this product is a kind of workbook, it should give the place for answering the questions. So the students easily write down their answers on the workbook.

Here are some comments and suggestion from the expert validation, the first comment from the expert is about making syllabus and the book map of the product because this research is designing the workbook. The second comment is about the aim and organization of the workbook. The third is about the topics. He commented it because the topic should appropriate to the students' need in order it will be relevant for the students' daily activity. The fourth is about the content of materials. The vocabulary exercises should be related to the content in order the use of vocabulary is meaningful for students. The illustration and pictures also should be relevant to the content in order to make the workbook becomes interesting for students. The fifth is about language. The comment is about the grammatical errors found in the workbook. The last is about tasks. The expert suggests that, it is needed the place for students to write down their answer since this is a worksheet.

The second consultation was carried out on 19<sup>th</sup> of May 2015. The expert gave the



scores of each aspect of the book that written in the expert validation checklist. He also commented and gave some suggestions for the betterment product. The score “5” means the value is very good, the score “4” means good, the score “3” means moderate, the score “2” means bad and the last is the score “1” means very bad.

There are six aspects that should be scored by the expert. First aspect is the layout, the categories are: (a) the cover is attractive to the students; the score was “2” means bad (b) the layout is good; the score was “2” means bad (c) the typing is clear, neat and regular; the score was “2” means bad (d) the use of letter is appropriate, consistent, and readable; the score was “2” means bad (d) the illustration is interesting and suitable with the passage; the score was “3” means moderate. Finally, the comment of the expert on this aspect is layout needs revising to make it more interesting. The conclusion is all of the aspects still need to be revised because the score is only “2” and “3” means still bad and moderate.

The second aspect is aim and organization. The categories are; (a) the number of the passage length of reading is sufficient to be used in extracurricular program teaching; the score was “4” means good (b) the materials are organized based on the topics attractively and appropriately; the score was “3” means moderate. The comment of the expert on this aspect is objectives need rephrasing.

The third aspect is topics. The categories are; (a) the topics are challenging and interesting; the score was “4” means good (b) the topics are various; the score was “4” means good (c) the topics are suitable to the students’ level; the score was “4” means good (d) The topics are appropriate to the students’ need; the score was “4” means good. The expert has no comment on this aspect and the scores of all categories are “4” means good.

The fourth aspect is content of materials. The categories are; (a) the content is acceptable and suitable to the Islamic teaching; the score was “5” means very good

(b) the content is meaningful; the score was “5” means very good (c) the content enrich the students’ experience in Islamic life; the score was “5” means very good. The expert has no comment on this aspect and the scores of all categories are “5” means very good.

The fifth aspect is language. The categories are; (a) the vocabulary is suitable to the students’ level; the score was “4” means good (b) the grammar is suitable to the level of students; the score was “4” means good (c) the language is meaningful; the score was “4” means good. The expert has no comment on this aspect and the scores of all categories are “4” means good.

The sixth aspect is task. The categories are; (a) the tasks are simple and clear; the score was “2” means bad (b) the tasks are various; the score was “3” means moderate (c) the tasks are interesting; the score was “2” means bad (d) the tasks can help the students to comprehend the text; the score was “2” means bad. The comment of the expert on this aspect is tasks need sharpening. It can be seen from three categories got score “2” means bad and only one category got score “3” means still moderate. The conclusion on the second consultation still needs many revisions in all aspects and the score is also unsatisfied and need the betterment revision.

The third consultation was carried out after the revision of the product on 26<sup>th</sup> of May 2015. The result of the revision was better than the consultation before. The aspects of layout, aim and organization, topic, content and materials, and tasks were Ok. Only one aspect about language still needs some revisions. It is about the grammatical errors and the used of vocabularies.

The fourth consultation of the product was the last consultation because it has reached the good criteria of product. It can be seen from the scores given by the expert on some aspects. The consultation was carried out on 11<sup>th</sup> of June 2015.

Besides giving scores to all aspects, the expert also still gave some comments related to the revision of product. First aspect

is the layout, the categories are: (a) the cover is attractive to the students; the score was “5” means very good (b) the layout is good; the score was “5” means very good (c) the typing is clear, neat and regular; the score was “5” means very good (d) the use of letter is appropriate, consistent, and readable; the score was “5” means very good (d) the illustration is interesting and suitable with the passage; the score was “4” means good. The score of four categories were “5” means very good although one category still got “4” but it is still good score. The comment of the expert on this aspect is background may need adding (background color).

The second aspect is aim and organization. The categories are; (a) the number of the passage length of reading is sufficient to be used in extracurricular program teaching; the score was “4” means good (b) the materials are organized based on the topics attractively and appropriately; the score was “5” means very good. There is no comment on this aspect.

The third aspect is topics. The categories are; (a) the topics are challenging and interesting; the score was “5” means very good (b) the topics are various; the score was “5” means very good (c) the topics are suitable to the students’ level; the score was “5” means very good (d) The topics are appropriate to the students’ need; the score was “5” means very good. The scores of all categories are “5” means very good but the expert still gave comment on this aspect. The comment is about relevant vocabulary items need to be more focused.

The fourth aspect is content of materials. The categories are; (a) the content is acceptable and suitable to the Islamic teaching; the score was “5” means very good (b) the content is meaningful; the score was “5” means very good (c) the content enrich the students’ experience in Islamic life; the score was “5” means very good. The expert has no comment on this aspect and the scores of all categories are “5” means very good.

The fifth aspect is language. The categories are; (a) the vocabulary is suitable

to the students’ level; the score was “5” means very good (b) the grammar is suitable to the level of students; the score was “5” means very good (c) the language is meaningful; the score was “5” means very good. The expert has no comment on this aspect and the scores of all categories are “5” means very good.

The sixth aspect is task. The categories are; (a) the tasks are simple and clear; the score was “4” means good (b) the tasks are various; the score was “5” means very good (c) the tasks are interesting; the score was “4” means good (d) the tasks can help the students to comprehend the text; the score was “4” means good. The comment of the expert on this aspect is simpler instruction may need to be made. Three categories on this aspect got score “4” means good and only one category got score “5” means very good.

The expert suggested to try the product out then searched for feedback from students and the teacher alike.

### **The First Revision of the Materials**

The data of the first revision of the materials obtained from the expert validation. The comments and the suggestions has summarized from the scores given by the expert.

Based on the table, all the kinds of revisions were revised for the better result of product. The grammatical errors also still found in some chapters but it was corrected. The revision was guided directly by the expert.

### **The Tryout of the Materials**

After conducting the tryout, a checklist was distributed to the students and they were asked to fill it based on their evaluation of the materials. There are five aspects in the checklist.

Based on the all aspects in the tryout result students’ response that students agreed more than 50% chose very good and excellent. It means students gave the positive response to the acceptability of product. This

product is acceptable and appropriate for their need in extracurricular program at Al-Munawwarah Islamic Junior High School. Some of students said, besides the passages give the meaningful message for them, the pictures and layouts were interesting. It makes them spirit in joining the classroom activity. A few students give comments that they like the learning strategy. It helps them to lose their boredom, laziness and sleepy. Some of students like the vary tasks; it helps them to improve their ability. Additionally, they learnt more joyful and interesting although the time for extracurricular program at mid day. They hoped their English will be better by learning using this materials which relevant to their need.

It can be concluded that the students like the workbook and are interested to use the workbook. It also means that all aspects of the book met the criteria. It can be seen that the layout and the design are attractive to the students; the topics are interesting, challenging and suitable with the students' level, the content are meaningful, the language is suitable with the students' level that the students can learn from the language used in the book.

### **The Second Revision of the Materials**

The students in tryout result are quietly satisfied. They commented that the workbook designed was very good moreover most of them commented the workbook is excellent. It is because they liked the technique in teaching process, the messages from the passage were touched, the illustration was clear, colorful and interesting, the tasks were vary and the language was appropriate to their level. Some of students said that they wanted to have this workbook as soon as possible and felt enthusiastic to join the learning process using this workbook. Although still there were few students commented that the language was still quite difficult for them.

Revision is still needed for the betterment product. The revisions come from the expert validation. Here were some

revisions; (a) the words in the warming-up activity page 2 and 23 chapter I and chapter IV should be omitted. It is because the students expected to guess and search by themselves what other words are related to the word in the big circle. They should write down in the small circles. (b) all the questions for discussing the pictures in the warming-up activities should be given places for answering. The students are expected to write down first in the workbook and then they able to discuss with their classmates. (c) the written of chapter in all learning objectives should be changed into capital and the written of lessons are better changed into materials. (d) the pictures of parents in chapter 8 is better to be changed into a good Muslim's parent or the mom should wear the veil, it is because this book is for Islamic book. (e) the tasks on page 43 and 63 chapter 6 and 9 should be given the numbering column. All revisions should be corrected for the betterment product.

### **Final Project**

After all the mistakes in the revision stages had been revised, the final product in this study is the workbook for eighth grade students of Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang. The materials were developed based on the data in the need analysis of students and school, the revisions from the expert validation during the validation process, and the students' result questionnaire and comments in the tryout process.

This workbook has met the criteria of good book. It can be seen from the results in the tryout students' questionnaire and the expert validation sheet and checklist.

Most of students give positive response to this workbook when this book was trying out in the classroom. They were felt enthusiastic in joining the learning process although the time for extracurricular program was in the mid day. It is because the technique teaching and the vary tasks in the workbook applied more interesting. The stories are also meaningful and based on their

need which included the good messages for them.

The expert validation is also given most of the very good score or point “5” in all aspects to be validated of the workbook. The layout, aims and organization, topics, content of materials, language and tasks were met the criteria of good workbook.

## V. CONCLUSSIONS AND SUGGESTIONS

### Conclusion

The conclusion of this chapter would explain the relation between the findings and the product. Then, it is also highlighting the strength of the product.

Based on the findings in the precious chapter, it can be concluded that the product is closely related to the result of the findings of this study. It means that the product had been designed based on the reality in the field.

Further, some strengths of the product give advantages for students of Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang in learning English. This product certainly fulfils the students and schools’ need. This workbook is equipped the meaningful Islamic stories, the teaching techniques, the vary reading and vocabulary tasks, and the colorful layout. All of the content of materials and topics and tasks are suitable with the students’ level.

As a conclusion, this product is improved and designed in accordance with three ideal criteria such as; the students’ needs, schools’ need and suitability of the product as a tool for study reading skill for extracurricular program.

### Suggestion

This study aimed to solve students’ problems and schools’ need taken from need analysis in English reading materials of the eighth grade students of Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang at extracurricular program. Therefore, in order to make the materials better and the production of reading materials,

the teacher could use this workbook in teaching and learning process combined with the main book of the school or other resources.

For the teachers, the researcher suggested to use this material in the classroom, at home, or outside the classroom for their students. The students must practice in reading activity because by reading, students can open the world.

Further, this result of the study including the product and be used as one of the references for teaching reading in extracurricular program at Al-Munawwarah Islamic Junior High School Muhammadiyah II Malang.

The following researcher and designer, it was suggested to design other reading materials for another department in other Islamic Junior High School depends on the students’ need and interest. It was also suggested for them to conduct the same study for different level of the students or different skills.

Some strengths and weaknesses of this reading material can be a basis of consideration for the material designers who want to further other Islamic Junior High Schools’ material. The material designer can learn the weaknesses and can make the necessary betterment of the product in order to meet the need of the learners.

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