

## DEVELOPING ENGLISH READING TEACHING MATERIALS WITH ISLAMIC MATERIALS AND VALUES FOR STUDENTS AT ISLAMIC BOARDING SCHOOLS BASED ON CONTEXTUAL TEACHING LEARNING

**Dedi Efrizal**

UIN Fatmawati Sukarno Bengkulu, Indonesia

dedi.efrizal@iainbengkulu.ac.id

### **Abstract**

*Most of students in class XI at Darussalam Kepahiang Modern Islamic Boarding School, Bengkulu, encountered many problems in reading skill. The main problem was there were not appropriate teaching English reading materials yet that give big portion and opportunity for the students to read actively based on their contextual or daily experiences in order to support teaching and learning process of English reading in Islamic boarding school. The objective of this research was developing a set of supplementary teaching English reading With Islamic Materials and Values for the students based on Contextual Teaching and Learning. This research used Research and Development design with the procedures: conducting need assessment, developing supplementary materials, conducting expert validation, revising the materials, trying out the materials, and revising the materials. The researcher collected the data by using questionnaires, interviews, analyzing the syllabus, and field notes. The product of this research is four units of supplementary teaching English reading class XI at Pondok Pesantren Modern Darussalam Kepahiang, Bengkulu, Indonesia.*

*Keywords: Supplementary English Reading Materials, Islamic Boarding School, Contextual Teaching and Learning.*

### **INTRODUCTION**

The role of language is very important in our lives, because language is a tool to communicate. Language is a tool that humans use as a means to express ideas, feelings and also we can give and provide information from communication. This language can be used in all forms, especially through oral and written communication and using body language expressions. Language is a medium for communication. So humans can communicate with each other. We can exchange knowledge, beliefs, opinions, wishes, threats, orders, thanks, promises, declarations, and feelings only our imagination is limiting. We can laugh to express pleasure, happiness, or disrespect, we can smile to express pleasure, approval of pleasure, or bitter feelings, we can scream to express anger, joy, or fear, we can clench our fists to express determination, anger or threats, we can raise our eyebrows to express surprise or disapproval, and so on.

As a medium of communication, reading is the process of fluent readers in combining information from the text and their own background knowledge to construct

meaning and purpose in reading is an understanding. Nunan, et al argue that reading is a complex interaction between the text and the reader. In the reading process, the reader needs prior knowledge and experience, the reader's knowledge of reading and the language community of readers who are culturally and socially situated to understand the text. There are ten reading strategies in the reading process that activate prior knowledge, predict, visualize, question, draw conclusions, find important or main ideas, summarize, synthesize, and evaluate.

Reading is a cognitive activity in which the reader takes part in a conversation with the writer through the text. On the other hand, reading strategies are considered as one of the cognitive psychology features that are very important for successful comprehension as stated by Zare et al. Reading strategies have been defined by Cohen as mental processes that readers choose consciously to complete a reading task successfully. Reading strategies are defined by Baker and Boonkit as "the techniques and methods that readers use to make their readings successful". In addition, reading strategies have also been defined as plans and behaviors to solve problems when faced with constructing the meaning stated by Janzen. He believed that these strategies range from bottom-up strategies to more comprehensive ones such as top-down strategies. The bottom-up strategy is defined as making use of the information, which is already present in the data, such as understanding the text by analyzing the words and sentences in the text itself, or looking up unfamiliar words in the dictionary. On the other hand, topdown strategy makes use of prior knowledge such as linking what is being read with reader's background knowledge stated by Janzen whereas some other strategies include evaluating, asking questions, checking predictive answers, summarizing, paraphrasing and translating.

Darussalam Kepahiang Islamic Boarding School, Bengkulu is one of the Modern Islamic Boarding Schools that not only teaches classical books (Kitab kuning), but also an educational institution that teaches foreign languages, in this case Arabic and English, as a means for students to communicate both inside and outside the classroom.

Conceptually, the language taught at the Modern Darussalam Kepahiang Islamic Boarding School for the Madrasah Tsanawiyah and Madrasah Aliyah levels has met the criteria in the 2013 curriculum, but in real life, the scores obtained by students have not

been able to meet the standards or the Teaching Completeness Criteria (KKM). has been determined<sup>1</sup>.

Based on observations carried out by researchers on 27 and 28 July 2019, researchers found several problems faced by students in learning English, especially for reading skills. Problems such as teaching materials that do not have a correlation with the needs of the students and are more likely to interpret word for word and burden them with grammatical patterns and are not in accordance with the context of their lives or needs in understanding a text. This encourages students not to be active in reading during the learning and teaching process in the classroom, because students feel confused with the sentences and texts they are studying. This happens because there are no reading materials specifically developed so that students can read and understand reading materials properly and correctly.

In addition, the researcher also found that students were often bored in reading. In other words, they did not pay attention in learning to read. The problem faced by students was that they could not understand their reading material because the teacher did not teach students well and the materials or teaching materials. what is conveyed has no correlation with what they face and encounter in everyday life. In addition, the students did not understand the meaning of the word and they did not use the method in reading, so that the student's achievement was very poor. Interest in this condition can make students less able to understand reading well, so that their understanding in learning reading in English will be very small and will not meet the standards or criteria for teaching completeness that have been determined.

From the facts above, the researcher is interested in solving the problems faced by students and improving their ability in English reading through the development of English reading teaching materials for students at the Modern Darussalam Kepahiang Islamic Boarding School, Bengkulu based on Contextual Teaching Learning (CTL).

The theory of cognitivism developed in the 2013 curriculum is also influenced by the philosophy of Contextual Teaching Learning (CTL). Students will learn best if they are actively involved in classroom activities and have the opportunity to ask questions and develop their learning experiences through everyday experiences.

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<sup>1</sup> Hasil Wawancara Peneliti dengan Pak Sunardi, S.Pd.,I, Guru Bahasa Inggris di Madrasah Aliyah Pondok Pesantren Modern Darussalam Kepahiang, Bengkulu pada tanggal 27 Juli 2019

Students will also show better and higher learning achievements through real things that they can do. Learning is considered as an intellectual effort or activity to develop their ideas through introspection and evaluation activities. Therefore, the development of teaching materials for the development of English reading teaching materials for students at the Modern Darussalam Kepahiang Islamic Boarding School, Bengkulu based on Contextual Teaching Learning (CTL) is one of the important things to do to make students able to communicate actively in the form of understanding reading materials and Mastery of vocabulary especially English reading is one of the skills that are highly demanded to be mastered in this era of globalization.

The learning principles collected in the CTL approach must be applied by the teacher (who is able to creatively adapt these principles into the classroom according to the conditions of the class in question) and must provide the textbooks used. For this reason, it is necessary to prepare teachers who must be trained through in-service training and learning materials that are written specifically in Contextual Teaching Learning (CTL) colors are needed.

## **METHOD**

This research was conducted by using research and development design. Therefore, this research employs set of activities to develop and validate speaking materials (Latief, 2012). In this research, the researcher took development procedure model based on Borg and Gall (1981) and was adapted based on the necessity of the research which is started from: 1) need analysis, 2) Selecting and sequencing the materials, 3) developing the materials, 4) expert validation, 5) Revising based on expert verification, 6) evaluation that consists of try-out, evaluation, revision, and validation based on feedback during teaching and learning process, 7) finishing that consists of developing final product of speaking materials.

## **RESULT**

### **Result of Need Assessment**

The result of need assessment discussing about the data that collected from questionnaires, interview, and syllabus.

### **Questionnaire**

In this Research, the questionnaires covered nine points of analysis and the results of students' responses on questionnaires are as follows:

No	Indicators	Response	Total	Percentage
1	Students' interest in English	- Very interest - Interested - Less interest - Not interest	- 10 Students - 18 Students - 4 Students - 1 Student	- 30, 30% - 54, 54% - 12, 12% - 3, 03%
2	Students' opinion on learning English	- Very difficult - Difficult - Less difficult - Not difficult	- 1 Student - 18 Students - 7 Students - 7 Students	- 3, 03% - 54, 54% - 21, 21% - 21, 21%
3	Students' opinion on English skill	- Listening - Speaking - Reading - Writing	- 8 Students - 11 Students - 7 Students - 7 Students	- 24, 24% - 33, 33% - 21, 21% - 21, 21%
4	Students' opinion on speaking	- Very important - Important - Less important - Not important	- 13 Students - 19 Students - 1 Student - 0 Student	- 39, 39% - 57, 57% - 3, 03% - 0%
5	Students' interest in reading	- Very interest - Interest - Less interest - Not interest	- 17 Students - 10 Students - 5 Students - 1 Student	- 51, 51% - 30, 30% - 15, 15% - 3, 03%
6	Students' interest in reading activity	- Role play - Practicing dialog - Question-answer - Memorizing dialog	- 14 Students - 11 Students - 0 Student - 8 Students	- 42, 42% - 33, 33% - 0% - 24, 24%
7	Students' opinion on the need for reading materials	- Really needed - Needed - Less needed - Not needed	- 13 Students - 17 Students - 2 Students - 1 Student	- 39, 39% - 51, 51% - 6, 06% - 3, 03%
8	Students' opinion on	- Really needed	- 7 Students	- 21, 21%

	the illustration	- Needed	- 16 Students	- 48, 48%
		- Less needed	- 9 Students	- 27, 27%
		Not needed	- 1 Student	- 3, 03%
9	Students' preference on the illustration	- Colourfull Pictures	- 23 Students	- 69, 69%
		- Black & white pictures	- 1 Student	- 3, 03%
		- Colourful photo	- 9 Students	- 27, 27%
		- Black & white photo	- 0 Student	- 0%

Table I: The Result of Questionnaire About Students' Needs for reading Materials that consists of 33 Students

### **Interview with the English-Speaking Lecturer**

In this study, conducted interviews with teachers who teach English class XI at the Modern Darussalam Islamic Boarding School Kepahiang, Bengkulu with the aim of collecting all information related to the learning process through the teacher's perspective and as a basis for developing contextual-based English reading materials (see attachment 3). In this interview process, the researcher determined several interview points to be asked including the opinion of the English teacher about the interest of the students/students in learning English, the availability of English books that suit the needs of the students/students in learning English reading. In addition, it also includes his suggestions on materials developed for reading English based on Contextual Teaching Learning (CTL), suitable materials for learning English reading, effective activities for students/students in learning English reading, and the obstacles he encountered while teaching English. reading.

When the researcher asked about the students' interest in learning English, the class XI English teacher at the Modern Darussalam Islamic Boarding School Kepahiang, Bengkulu stated that all students/students like to learn to speak English. He stated that students realize that English is very important to master, especially when they have a good academic level and a great job in the future and a strong network. Based on this, in every English class, the students are very enthusiastic in every part of the English subject. However, the researcher was quite surprised when he said that the availability of English reading teaching materials was very limited if it focused on the

contextual realities faced by students/students because teachers more often used materials based on general books that were widely used in high schools. above in general. The lack of teaching and learning materials, especially for English reading, is a frightening specter because it cannot meet the needs of the students, especially to cover their great enthusiasm in learning English, especially for English reading. This limited amount of material contributes to the ineffectiveness of the teaching and learning process in the form of developing students' insights and abilities in mastering a large number of English vocabulary and their ability to understand meanings or things they want through English subjects. The material that was previously used almost focused on certain points that are general and occur on a large scale throughout Indonesia, thus making the students guess about the incident, considering that the students in class XI at the Modern Darussalam Kepahiang Islamic Boarding School, Bengkulu have lack of access to the outside world, this is due to their obligation to live in a boarding house and follow all the rules that have been set.

Therefore, when the researcher told him that the researcher would develop appropriate additional material in English, the lecturer agreed, was enthusiastic, and felt happy. The English teacher hopes that the material to be developed can cover the needs of students/students for English-language material and motivate them to be more interested in learning English, especially in English language skills and which can overcome and solve students'/students' problems in learning English reading. The English teacher said that the appropriate material for speaking English was material that represented real life, because students/students lived and interacted with each other in the Islamic boarding school environment and would interact with other people outside the Islamic boarding school. Materials should also include reading materials that discuss their daily activities and can direct them to practice speaking English. The material must be easy to understand, so that students can understand and practice it well. From these criteria, all materials must be in accordance with the syllabus and lesson plans that have been set for class XI students at the Modern Darussalam Islamic Boarding School Kepahiang, Bengkulu.

The English teacher also suggests that appropriate English reading activities for students / students are in accordance with the components in the contextual teaching and learning method, namely: 1. Constructivism (constructivism) students learn to use their



own minds and develop their minds to find and construct their own new knowledge and skills. 2. Determine (inquiry) students can find their own subject matter being studied. 3. Asking (questioning) students develop their curiosity by using questions. 4. A learning community creates a society.

### **Result of Developed Materials**

According to the needs of the students/students and the suggestion of the English teacher and based on the results of the needs analysis, the researcher decided to develop additional material that focuses on English reading skills with contextual-based Islamic values to help students/students overcome their problems in English reading.

The design of developing materials as complementary materials is focused on reading activities. These teaching materials were developed based on Contextual Teaching Learning (CTL) and well structured based on competency standards and basic competencies of the syllabus and lesson plans in class XI at Darussalam Kepahiang Modern Islamic Boarding School, Bengkulu.

Complementary teaching materials consist of four chapters and contain the objectives of the topics stated at the outset. Topics are chosen based on considerations related to the needs and interests of students/students and aim to enrich the experiences of students/students to support their daily activities. The four chapters are narrative text, expressing agreement and disagreement, recount text, and announcement.

Each chapter begins with a brainstorming stage which directs students/students to find out what material they will learn. In the first part of the material, the researcher provides reading material. This reading section aims to direct students/students in understanding the material and try to communicate through the inquiry process (find) in the form of several questions where students/students can answer questions based on their understanding of the text above in their own language at the end of the reading. The second part of these materials, researchers provide authentic language. This authentic language aims to direct students/students on how to compose and translate sentences correctly. In this section, students/students do not have to memorize grammatical patterns. They only need to practice with authentic language in order to convey messages that are spoken perfectly and can be understood by listeners well. The third part of this material is practicing. This part of the exercise can be in the form of asking (questioning) where students develop their curiosity by using questions, learning



community which creates students to learn by forming study groups whose members are heterogeneous, modeling (modeling) where the teacher presents models as examples in learning, reflection (reflection) where this is done at the end of the lesson based on the material that has been studied. Finally, at the end of the material is Authentic Assessment (authentic assessment) where students carry out actual assessments in various ways, both in the process and results as a measure of learning success.

### **The Result of Expert Validation**

The next step of this research is expert validation. When the first draft was ready, the researcher consulted with experts for evaluation to ensure that the additional materials were applicable to be applied to students. His comments and suggestions are needed to make the draft better. The instruments used to evaluate and validate the design are checklists and suggestion forms.

After completing the first draft of the developed English supplementary material, the researcher validated the draft to an expert. There are three characteristics that must be validated in the developed material. The three characteristics are about content evaluation, language evaluation, and evaluation of Islamic education characteristics.

For content evaluation, in general, the expert said that the material developed was very good and appropriate to be applied in the English reading learning process for students in class XI at the Modern Darussalam Islamic Boarding School Kepahiang, Bengkulu in accordance with the syllabus and learning program units used. The expert also said that the material developed was very interesting. He believes that the students will be highly motivated and can reduce their problems in speaking English through these materials, because the materials are arranged in an interesting and logical order.

In particular, the expert has several opinions and suggestions to make this developed material well validated. For content evaluation, the expert said that the text in the first chapter should be in accordance with the interests and needs of students. Contextual reading texts or according to the needs and background knowledge of students/students will increase the desire of students/students to read. Therefore, he suggests looking for contextual texts or texts that match the needs and desires of students/students so that they are easy to understand. Towards the end of chapter one he claims that the materials are very good and suit the needs of students.

For the second validation characteristic, language evaluation, the expert said that the first chapter to the fourth chapter was good. Therefore, he said that there was no suggestion because the use of language in the material was easily understood by students/students as well as sentences and grammar. However, the expert advises the researcher to be careful in the second and fourth chapters because the words and sentences are not well structured, typos, regular and irregular verbs, etc. In general, experts say that the language is in accordance with the needs of students/students where the material is communicative and easy to understand.

For the third characteristic of validation, an evaluation of the characteristics of the background knowledge of students in class XI at Pondok Pesantren Modern Darussalam Kepahiang, Bengkulu, the expert said that almost the text was too general, he suggested the researcher to be more specific on Islamic stories or texts that contain Islamic values. religious, life, or educational and informative values contained in each chapter. Experts say that through texts containing religious, life, or educational and informative values, it can motivate students/students to be better on all sides, especially in learning something.

Finally, revisions were made based on corrections and suggestions from both experts to make the final product better.

### **Revision of the Product**

After getting validation from experts or experts, researchers revise the product based on corrections and suggestions from these experts. The revisions made were in the form of changes to images, typos and misspellings of words, punctuation marks, etc. All materials that have been revised will be validated a second time to experts to make this developed material more understandable and qualified. Therefore, the researcher consulted with experts about the quality of content, language, characteristics of Islamic education, teaching strategies, learning media, and conformity with contextual principles in communicative language.

All suggestions from experts for this developed material are very useful to make this developed material even better. All aspects related to the weaknesses of these complementary teaching materials were developed and redesigned based on suggestions and have been validated by both experts. Then, the material is well improved and ready to be tested.

### **Result of Try-Out**

To find out the application of the developed material, it is necessary to apply the product in the real field where this step performs some information related to the material that needs to be improved to determine the suitability of the developed material for students. Therefore, the researcher conducted a trial for students/students in class XI at Darussalam Kepahiang Modern Islamic Boarding School, Bengkulu on August 28, 2021. Unfortunately, due to time constraints in which students/students would take the midterm exam, the researcher was only given one meeting by a teacher who teaches in class XI at the Modern Darussalam Islamic Boarding School Kepahiang, Bengkulu to test the material.

### **Revision from Try-Out**

After conducting trials and collecting data from the questionnaire, the researcher revised the shortcomings and weaknesses of the material developed. Weaknesses or weaknesses of this product are such as difficulty in vocabulary from idioms, typos, misspellings, and length of text or sentences. After the developed material was revised and considered good, the researcher consulted the developed material with experts. In the expert's point of view, the material developed has been revised to be more perfect and meets the requirements of students in class XI at the Modern Darussalam Islamic Boarding School Kepahiang, Bengkulu..

### **CONCLUSION**

In this study, the material developed is in the form of complementary materials that complement and cover the lack of main books in English subjects, especially English reading which is focused on reading skills for students / students of class XI at the Modern Darussalam Kepahiang Islamic Boarding School, Bengkulu based on Contextual Teaching. Learning (CTL). The materials developed also aim to assist teachers in teaching English reading which is rarely found in the main book to solve students'/students' problems in reading and to help students/students by providing more opportunities to practice in understanding their English reading materials.

Obstacles that occurred during the needs analysis process such as heterogeneity of student/student opinions regarding the need for teaching English material made researchers a little confused in determining the material to be developed. Therefore, the researchers took their opinion about the need for English language materials based on

the main choices they conveyed through the questionnaire. In this study, the material that was developed in the try-out was only once due to time constraints in which the students/students would carry out the mid-semester exam, the researcher was only given one meeting by the English teacher class XI at Darussalam Kepahiang Modern Islamic Boarding School, Bengkulu to test the material or developed teaching materials. Therefore, the researcher has chosen one of the materials according to the syllabus and the unit of learning program.

After being validated by the expert, a trial was conducted in class to determine the suitability of the needs, effectiveness, strengths and weaknesses of the teaching materials developed, and revised based on expert verification and test results. In each unit, the material begins with the title, learning objectives, the let's get ready section as a form of brainstorming, reading that aims to direct students/students to understand the topic to be discussed, modeling as an authentic form of language, exercises, and reinforcement in the form of reflection. Therefore, to make these materials in line with the learning program unit set by the Darussalam Kepahiang Modern Islamic Boarding School, Bengkulu, the researchers compiled teaching materials from several sources that were selected, adopted, and adapted by considering the needs of students/students regarding the speaking material used appropriate and in accordance with competency standards, basic competencies, and indicators in the learning program unit.

The advantage of this developed material is that it can cover the shortcomings or weaknesses of the main book used by teachers which cannot meet the needs of students/students in learning English reading. The material developed is equipped with interesting and appropriate English reading learning activities that can make them communicate actively during the teaching and learning process and can be applied in real life communication.

The weakness of this developed material is that the material developed is only for students/students in the first semester. This material developed does not cover the following semesters because the time to do research is limited to only one semester.

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