

## ENGLISH READING MATERIALS WITH ISLAMIC MATERIALS AND VALUES AT ISLAMIC BOARDING SCHOOLS-BASED COMMUNICATIVE LANGUAGE TEACHING

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### Abstract

Mastery of English in the era of digital-based communication and technological advances is very important for students at Madrasah Aliyah of Darussalam Islamic Boarding School, Kepahiang, Bengkulu. Unfortunately, the students are used to memorizing grammar structures (Nahwu and Shorof) when learning Arabic, and when learning English, especially in reading skills, they are more likely to memorize and prioritize grammar than the flexibility to explore language and convey it into spoken and written language. Then, the teaching materials used by the English teacher as learning media in English subjects, especially in reading competence, tend to focus more on and burden students with grammatical patterns and do not develop students' skills in reading based on experience, the context of life, or their needs in communicating. This study aimed to assist in the implementation of the results of the development of English reading materials with Islamic materials and values for students at Islamic boarding schools based on Communicative Language Teaching to reduce the problems faced by students in learning English reading. This research used the Participatory Action Research method, which looks for something to link the research process to the process of social change. Through several stages of the activity cycle, starting with planning, implementing, observing, and reflecting, which are implemented on the subjects assisted by the students through activities planned in a participatory manner by stakeholders, teachers, and students, The results of the implementation of English teaching materials that occur can be concluded to be that students are able to identify problems in terms of the learning process, share experiences they have gained from previous learning activities, solve problems with solutions they consider strategic, slightly recognize that they need empowerment, and understand that every human being has the potential to be able to communicate in English, depending on their willingness to hone skills and improve abilities.

**Keywords:** English Materials, Islamic Boarding School, Values, Communicative Language Teaching

### INTRODUCTION

Language is an interaction of interpersonal activities and has a clear relationship with society as a social being. In this case, the study of language must look at the use of language in context, both its linguistic context (what is said before and after a particular discourse) and its social context (Wiratno & Santosa, 2014).

The purpose of English as a foreign language is to enable students to use it to communicate actively. Therefore, teachers are required to develop competence and communication performance in teaching English, one of which is by using teaching media that are effective, efficient, and in accordance with the needs of students based on their daily

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experiences (Meinawati et al., 2020). In order to make it happen, they must know the communicative approach, methods, and techniques of teaching English, especially English-speaking skills. In addition, English-speaking ability is a person's ability to use language in communication. So that students are required to develop their skills and abilities in communicating in English. In the teaching and learning process, teachers must know the communicative approach and communicative strategies for learners of language. The creative use of active language related to indicators of communication must be arranged spontaneously and naturally (Prakashkumar et al., 2019a).

These days, learning seems more interesting because of the evolution of teaching and learning, which has become more interactive and encourages students to be active in terms of achieving learning goals (Mulyanah et al., 2018). Learners not only sit back at the table, but they are motivated to explore their skills acquired from their environment. In addition, students are required to understand something outside of themselves, which is obtained from textbooks as well as explanations from the teacher, which is what we call the context of life. Effective learning must encourage students to take part and understand what the learning objectives are, what the context of learning is, and why they should do it.

According to Latief, there are several perspectives on effective learning. The first is the significant process of discovery in learning because many people learn and become the best in concrete ways that involve personal participation, physical activity or effort, and the opportunity to find their own identity (Latief, 2018). The second is a system or learning style that asks students to see the reality of their lives. Learning is greatly enhanced when concepts are presented in the context of relationships that are familiar to students. In addition, most people relate better to more powerful, concrete examples and experiences than to abstract conceptual models. The next point is that learning must establish and encourage students to be more active in terms of building relationships and partnerships. Most students learn best through some type of personal interaction, some through student study groups, team learning, and so on. Fourth, learning must avoid the rote learning model because it is ineffective and inefficient. And lastly, learning must build students' self-confidence to deal with various situations that deal with the learning process.

Reflecting the ideal learning activities above, there is one learning theory that fits the points above, namely communicative learning or Communicative Language Teaching (CLT). The most obvious feature of the communication approach is that almost everything is done with communicative intent. Students use a lot of language through communicative activities such as games, role-playing, and problem-solving tasks that are truly communicative. An information gap occurs when one person shares knowledge of something that another does not know. This includes functional communicative activities according to the two main uses

of language: (a) use language to share information; and (b) use language to process information (e.g., to discuss or evaluate it). and there are many ways to gap or share information that students can learn to fully cooperate in exchanging information (Rahmawati, 2020), such as information sharing that is limited to cooperation, sharing information with unlimited cooperation, sharing and processing information, as well as processing information.

In communication, the speaker will choose what he will express and how to express it. The speaker or teacher can demand a variety of methods for producing linguistic content, but they must be in line with the requirements of the learner. True communication has a purpose. A speaker can evaluate whether the objectives have been achieved or not based on the information. He receives feedback from the listener; this reaction is called feedback. If the listener does not have the opportunity to provide such feedback to the speaker, then the exchange is not really communication (Lumy, 2018). In the communicative classroom, students ultimately have to use the language productively and receptively in unrehearsed contexts (Sabrina, 2020). This communicative skill-based approach was chosen to change the behaviorist paradigm in Islamic boarding schools to a constructive paradigm where language should be comprehended, not memorized (Prakashkumar et al., 2019b).

Another feature of Communicative Language Teaching is the use of authentic materials (Komol & Suwanphathama, 2020). It is deemed necessary to provide opportunities for students to develop strategies to understand the language actually spoken by native speakers. Finally, we note that activities in the communication approach are often carried out by students in small groups.

Based on the curriculum for High School (Curriculum 2013) (Sultan & Gorontalo, 2015), The basic competence of the reading skills of first-year high school students is showing transactional and interpersonal meanings such as asking someone to do something, promoting something, or rejecting something.

Reading seems to be one of the most difficult skills for students to master because they have low ability and motivation for speaking (Mulyanah et al., 2018). There are many reasons why students feel shy and lazy to speak in English class; first, English is not their mother tongue. Second, English has a different linguistic aspect from Indonesian. Third, it is rather difficult for students to practice English in their daily environment (Saputra, 2015).

Given the importance of English in the era of digital-based communication and technological advances, to support the learning activities of students in class XI at Madrasah Aliyah of Darussalam Islamic Boarding School, Kepahiang Regency, Bengkulu, which are often related to verbal communication needs, students must also be taught English as a medium to explore English language skills in activities in the classroom to learn and

communicate with each other. Every student is trained to read and speak English in their daily communication. Unfortunately, most of the students have not been able to communicate fluently in English and are not active in class or when communicating with other students. The problem occurs because the reading ability of the class XI Aliyah students is still low and is influenced by their problems during the learning and teaching process in the classroom. (Lumy, 2018). Problems such as: first, the students in class XI at Madrasah Aliyah of Darussalam Islamic Boarding School, Kepahiang Regency, are accustomed to memorizing grammar arrangements (Nahwu and Shorof) when learning Arabic and English. Second, the teaching materials used by teachers as learning media in English lessons, especially in reading competence, focus more on and tend to burden students with grammatical patterns and do not develop students' skills in reading based on experience, the context of life, or needs in communication. Third, the lack of practice material in reading. Fourth, the students are afraid to make mistakes when translating the sentences in reading activities in English. Fifth, the process of teaching English is monotonous, where the teacher teaches students with a conventional method approach that conveys more learning material in class until the end of the English subject. The sixth and most important thing is that there are no teaching materials for teaching English reading that can encourage and motivate them to learn English reading well and according to their needs based on communicative principles. Because the main book in learning and teaching English is more focused on reading and writing activities without giving a lot of time and opportunities for students in class XI at Madrasah Aliyah Pondok Pesantren Darussalam, Kepahiang Regency, Bengkulu to express their ideas through reading activities,

In addition, Permatasari's research on "Developing students' intercultural communicative competence through cultural text-based teaching" revealed that there was a significant effect of CLT in teaching English (Permatasari & Andriyanti, 2021). The students were able to speak English well and were not burdened a lot with grammatical patterns. The similarity between Ratna's research and this research was in the use of the CLT approach in teaching English. However, Ratna's research used a quantitative research design in order to know the effectiveness of CLT, and this research used CLT as an approach to developing teaching English materials in an Islamic boarding school.

Another researcher, Suharyono (2012), revealed in his research, Integrative English Teaching through Communicative Language Teaching, developed by Al-Amien Islamic Boarding School Prenduan, that CLT played a significant role in students' English performances. The students could interact freely without being burdened by grammatical patterns. In this research, Suharyono used CLT as a medium for teaching English in an integrative form.

Based on the preliminary research that was conducted in October 2021, the researcher is interested in solving problems faced by students and improving students' reading skills in class XI at Madrasah Aliyah of Darussalam Islamic Boarding School, Kepahiang Regency, through the development of English reading teaching materials for students based on Communicative Language Teaching (CLT), where this research will allow the students to explore their own passions in learning English.

Based on the explanation above, the researcher investigated the urgency of the implementation process of developed English reading materials with Islamic materials and values for students at Islamic Boarding Schools Based on Communicative Language Teaching, academic year 2021-2022. The purpose of this research is to assist the implementation of developed English reading materials with Islamic materials and values for students at Islamic Boarding Schools Based on Communicative Language Teaching, academic year 2021-2022 to reduce the problems faced by students in learning English reading so that their English reading skills will be even better.

## **METHODOLOGY**

This research used qualitative research with the participatory action research method, which is looking for something to link the research process to the process of social change (Kinpaisby-Hill, 2019). Participatory Action Research (PAR) is useful for facilitating and motivating students, especially students in class XI at Madrasah Aliyah Pondok Pesantren Darussalam, Kepahiang Regency, to be able to identify the strengths and weaknesses of student learning and their problems, find factors that cause student problems, and find alternatives. The solution is to develop appropriate strategies and methods to solve students' problems in improving their ability to learn English.

This research was used because the social change in question is how the empowerment process can realize three benchmarks: the existence of a joint commitment with the community, the existence of local leaders in the community, and the existence of new institutions in the community that are built based on needs (Moleong, 2020). Through several stages of the activity cycle, starting with planning, implementing, observing, and reflecting, which are implemented on the subjects assisted by the students through activities planned in a participatory manner by stakeholders, teachers, and students (Kinpaisby-Hill, 2019),

In this study, the researcher defined a problem or applied information into action as a solution to a problem that had been defined. In this study, the main data sources are words and actions; the rest are additional data such as documents and others related to this type of

written data, photos, and statistics. In this case, in Darussalam Islamic Boarding School, Kepahiang (Moleong, 2020), And what is meant by data in this study is all data or information obtained from informants who are considered to know the most in detail and clearly regarding the focus of the research being studied. In addition to data obtained through informants, data is also obtained from documentation that supports the data in the form of words and actions (M. A. Latief, 2017). After various data has been collected, a descriptive analysis technique is used to analyze it, meaning that the researcher is trying to re-describe the data that has been collected regarding the implementation of developing teaching materials for English reading with Islamic materials and values based on Communicative Language Teaching (Moleong, 2020). In this study, the researcher explored the types of data related to each focus of the research being observed.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

#### ***Planning of Mentoring***

Planning in the Participatory Action Research program was prepared in a participatory manner by involving class XI students and stakeholders after a survey and needs analysis were first carried out, so that this activity was expected to be in accordance with the strategic needs of involving class XI students. Planning is done in the form of focus group discussions (FGD). This FGD was carried out by presenting leaders and experts in the field of developed teaching materials, experts in teaching English based on Communicative Language Teaching (CLT), and experts in the application of Islamic values or content in teaching materials in Islamic boarding schools. Through the Focus Group Discussion that has been carried out, it can be underlined that several important points related to the problems faced by class XI students at Madrasah Aliyah of Darussalam Islamic Boarding School, Kepahiang, are as follows:

1. The teaching materials used in the process of learning and teaching English in class XI Madrasah Aliyah of Darussalam Islamic Boarding School, Kepahiang, have no correlation with the needs of the students, are more likely to interpret word for word and burden them with grammatical patterns, and do not fit the context of life or their need to understand a text.
2. These learning activities encourage students not to be active readers during the learning and teaching process in the classroom because they feel confused with the sentences and texts they are learning. This happens because there are no reading materials specifically developed so that students can read and understand

reading materials properly and correctly.

3. Through the FGD that has been carried out, the researcher has also found that students are often bored with reading; in other words, they do not pay attention to learning to read. The problem faced by students is that they cannot understand their reading material because the teacher does not teach students well and the material or teaching materials delivered have no correlation with what they face and encounter in their daily lives.
4. The students do not understand the meaning of the word, and they do not use the method in reading, so their achievement is very low. Interest in this condition can make students less able to understand reading well, so that their understanding of learning reading in English will be very small and will not meet the standards or criteria for teaching completeness that have been determined.
5. Problem solving is considered effective and efficient in improving their ability in English reading through the development of English reading teaching materials for students at the Madrasah Aliyah of Darussalam Islamic Boarding School Kepahiang, Bengkulu, based on Contextual Teaching and learning (CTL).
6. The theory of cognitivism developed in the 2013 curriculum is also influenced by the philosophy of Contextual Teaching and learning (CTL). Students will learn best if they are actively involved in classroom activities, have the opportunity to ask questions, and develop their learning experiences through everyday experiences. Students will also show better and higher learning achievements through the real things they can do. Learning is considered an intellectual effort or activity to develop ideas through introspection and evaluation activities.
7. The development of English reading teaching materials for students at Madrasah Aliyah of Darussalam Islamic Boarding School, Bengkulu, based on Contextual Teaching and learning (CTL) and the implementation process accompanied by a mentoring process 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, which is one of the skills that are highly demanded to be mastered in this era of globalization.
8. The teacher must implement the learning principles gathered in the CTL approach and must provide the textbooks used, as well as be able to creatively adapt these principles into the classroom in accordance with the circumstances of the class in question. For this reason, it is necessary for the readiness of teachers to be trained through in-service training and learning materials that are written specifically

with the color of Contextual Teaching and learning (CTL) and whose implementation is good and correct in accordance with the desired procedure.

From the results of the FGD with stakeholders learning English for class XI students at Madrasah Aliyah of Darussalam Islamic Boarding School, Bengkulu, this was then developed in the form of drafting a mentoring design, as stated in the previous chapter above. When the researcher conducted a survey to identify the needs of class XI students, there were differences in interest in choosing mentoring activities for class XI students. The researcher conducted a separate needs analysis for mentoring in the hope of focusing more on empowerment..

### ***Implementation of Mentoring Activities***

This research used Participatory Action Research method which is using a mentoring cycle, the researcher provides sufficient opportunities for class XI students to carry out learning activities that have been determined in the activity schedule during the implementation of the learning and teaching process activities take place. Through these activities in several cycles, it is hoped that class XI students will be able to change themselves from those who have only been waiting for their time to study in English subjects to become students who are enthusiastic, active, participative, and of higher quality..

#### **a. Assistance in the Application of Teaching Materials for Class XI Students**

##### ***The first cycle: Discussion on increasing insight into learning problems faced by students which was held on Saturday and Sunday, July 3, 2022***

The students who study in Islamic boarding schools in the setting of public thought are generally considered "remaining quota" students who do not graduate from various bona fide schools or become "outcasts" who are considered naughty and unruly and ultimately become the last option for students. Parents educate their children by sending them to Islamic boarding schools. This discussion of increasing insight for students which is referred to as FGD implementation of the implementation of the results of developing English reading teaching materials with Islamic materials and values for students / students in Islamic boarding schools based on communicative language teaching is expected to enable students to understand the problems of the process and content of their learning in classes in English subjects that depart from their experiences, interesting things in their lives and how they have a critical attitude in dealing with problems and are able to motivate themselves to become quality students, have a strong identity, be responsible and independent, especially in improving their soft skills in terms of mastering foreign languages.



Among the problems they found in exploration through group discussions of students were the lack of motivation in learning foreign languages, low human resources due to the laziness of students in exploring new knowledge in terms of knowledge and communication skills in English, and a lack of creativity in managing the life in which they live. The student period is a transition period that is prone to various social problems and is vulnerable to negative influences. The lack of skills for students causes them not to be able to enter jobs that have high productivity when they graduate from Islamic boarding schools later. Some students are too lazy to worship because most of them were raised in diverse cultural settings and lack motivation, coaching, and direction from leaders. important figures in the modern Islamic boarding school environment in Darussalam Kepahiang, Bengkulu.

Although the problems experienced by students are based on what they feel or experience, the students also identify strengths as potential that can be developed, including, among others, the spirit of teaching each other that develops in the world of Islamic boarding schools, solidarity among fellow students who live in the boarding school environment, have the same fate, and actively participate in their religious activities and extracurricular activities. Referring to the strengths possessed by these students, it is useful as social capital in furthering empowerment for students according to real conditions in the Darussalam Modern Islamic Boarding School, Kepahiang.

In the next session, the researcher presented an expert who was young and energetic and had completed his education at the master's level at a relatively young age, YS (pseudonym), a lecturer at a religious college in Bengkulu province, who has an educational background in English, which at first was fairly ordinary and more likely to be passive at school, but had a very high spirit of learning and self-development. With a strong willingness, supported also by the motivation to change the condition of himself and his family, he succeeded in obtaining a master's degree in English Education, of course with extraordinary struggles, sacrifices, and challenges.

In this first cycle, the researcher made observations around the thoughts and ideas of the participants in discussing the available themes, their enthusiasm for discussion, the formulation of the ideal English learning concept, solutions to students' problems, and how they plan to use their English language skills in the future. The researcher also considered the outcomes of the activities by giving participants extra time to offer feedback and suggestions for the subsequent learning activity.

Some of the obstacles in implementing activities in the first cycle include

some participants arriving late due to long queues at the public kitchen of Islamic boarding schools, held on active learning days at Darussalam Modern Islamic boarding schools, so that time is limited. Participants are still shy about expressing opinions because activities like this have not been implemented among them as students, and they have been asked to be active on various occasions. Based on these obstacles, the researcher designed the second cycle of activities to be carried out on Saturday and Sunday, July 23 and 24, 2022, from 08.30 a.m. to 4 p.m., so that the time available was sufficient to discuss and complete the training tasks.

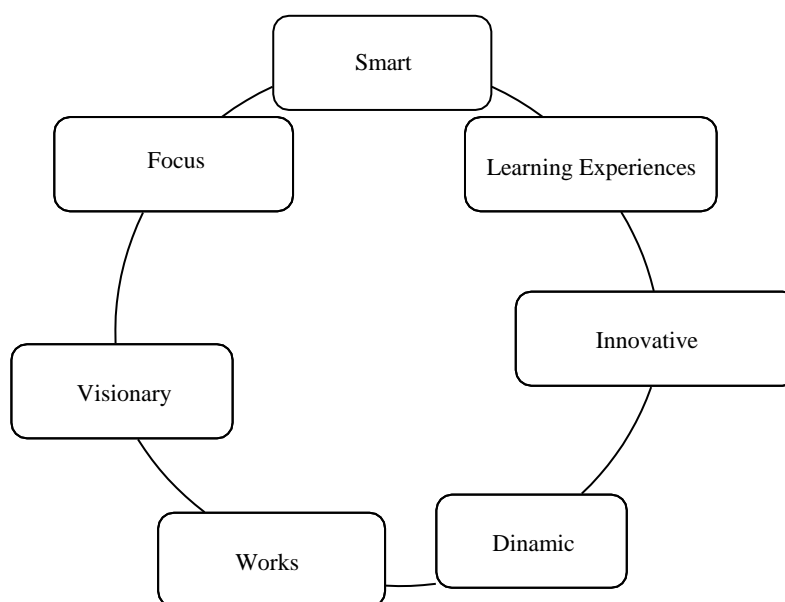
***The second cycle: Implementation of Developed English Reading Materials with Islamic Materials and Values for Students at Islamic Boarding Schools Based on Communicative Language Teaching, held on Saturdays and Sundays, 16, 17, 23 and 24 July 2022***

In this second cycle, the researcher took on the theme of implementing teaching materials, which was attended by 30 participants from Madrasah Aliyah Pondok Pesantren Modern Darussalam Kepahiang. The purpose of this training is to ensure that students are able to understand the aims and objectives of the teaching materials developed for those who are devoted to the subject of English reading and are adapted to the needs and conditions of the students so that it is expected that students become creative, dynamic, and qualified students and have independence in learning. study.

An English teacher assisted the researcher in implementing this teaching material. He gave an introduction to the discussion by explaining the elements that were considered if someone wanted to implement the development of teaching materials in an Islamic boarding school environment. Because the environment owned by students in Islamic boarding schools is very different from that of students in non-Islamic boarding schools, which of course will affect the need for learning materials that match their criteria,

Furthermore, it was found that the characteristics of students who will be successful include: First, the ability to see opportunities for self-development (intuitive ability), which is not only determined by academic ability but also intelligence and creativity to make breakthroughs in understanding learning materials; Second, having an effective learning system where creative ideas are systematically processed and strategic steps are followed consistently in the reality of learning and where students are able to convince themselves, teachers, and classmates; Third, the spirit of innovation in self-development through quality improvement, being more

motivated, and being open to receiving criticism and suggestions from teachers and classmates; Fourth, responsive towards the changes, which means self-development that is dynamic and changes from time to time so that it responds to change as a challenge towards improvement, not as a threat; Fifth, smart learning is not just studying English and reading texts (working hard), but learning effectively and efficiently with maximum results. Sixth, visionary, namely controlling learning systems and resources prospectively accompanied by concrete operational steps so that self-development makes significant progress; Seventh, focus on opportunities that are not awaited but created, because a competitive mentality is required. For more details, see the following schematic:



**Figure 1. Building a Learning System** (M. A. Latief, 2017)

In the next stage, students are in groups to identify things that are considered difficult from the learning material presented, determine the causal factors, and practice finding solutions to the problem according to their experience. The results of group discussions are used as material for class discussions to get reinforcement from teachers and researchers. In the next session, each participant practiced identifying the type of selected text and then discussing it with friends who chose similar texts to conduct analysis in order to know the strengths and weaknesses of the teaching materials developed. Meanwhile, in the last session, the students prepared a plan to open a business according to the type of business that would be developed according to their respective interests.

At the end of the activity, the students gave a reflection on this activity. Participants stated that the implementation of English Reading teaching materials can

inspire enthusiasm to try to be better and start small, but with high enthusiasm.

***The Third cycle: Final Implementation of Developed English Reading Materials with Islamic Materials and Values for Students at Islamic Boarding Schools Based on Communicative Language Teaching, held on Saturday and Sunday, July 30 and 31, 2022***

From the final implementation of developed english reading materials with islamic materials and values for students at islamic boarding schools based on communicative language teaching, it is hoped that students will be able to; First, understand the expected management of the English learning system starting from planning, organizing, implementing, monitoring learning outcomes and evaluating; Second, formulating the implementation of learning outcomes in foreign language communication both in daily communication between friends or for communication used when graduating from Islamic boarding schools later; Third, being able to practice completing various types and types of English reading text. In the third cycle of training, the activity begins with brainstorming to explore participants' opinions and ideas about the problems that occur and to look for causal factors. Then, the researcher developed in group discussions how to solve the different types of English reading texts.

## **Discussion**

### **Discussion on improving students' insight into problems**

Changing the mindset of students is not an easy thing. Various dimensions also shape their mindset and personality. The family is the first and foremost educational center for everyone. The habits instilled in children by parents greatly determine their perspective, way of thinking, and behavior in the boarding school environment. The condition of the students, who actually have potential that can be developed, causes them to experience an identity crisis. This identity crisis is also related to a low (negative) self-concept that makes a person pessimistic about facing the realities of life.

Behavioral theory holds that students' behavior can be observed and learned based on their experiences with the environment. Their behavior is an interaction between their cognition and their environment. There are two theories that study this behavior: behaviorism theory, popularized by Skinner, and social learning theory (Nainggolan & Daeli, 2021). This behaviorism theory emphasizes the scientific study of behavioral responses to their environment and determines behavior according to that environment. Behaviorists believe that development in students can be studied and analyzed, and they see that students' behavior

will change if the environment around them also changes.

The social learning theory emphasizes that behavior, environment, and cognition are the main factors in the development of students. These theorists say that students are not mindless robots that respond mechanically to their environment. The students are also not like the wind or chameleons, who act like hypocrites who change constantly according to the environment they live in. But, as humans, they think, reason, judge, compare, interpret, expect, and control the environment in which they live. Bandura, an American psychologist, is the main architect of social learning theory. He said that humans learn by observing what other people do. Through observation, modeling, and imitation, people represent the behavior of others they observe in their minds and, at the right time, display it again in their behavior (Syarif et al., 2021).

Based on this theory, the researcher observed the behavior of the students who displayed social symbols as an indicator of what was really going on in them. Then what treatment is needed based on their problem? For this reason, the implementation of English teaching materials for students with these characteristics requires a bottom-up strategy, dialogue, and meeting intensity. Through discussion, sharing experiences, and trying to open up about themselves, the social reality around their lives, and what kind of teaching materials they need to maximize their learning outcomes, The process of presenting peer models or role plays in front of the class who have almost the same experience so that the model's empathy attitude can attract the attention of the assisted subjects because they feel the same way, in the end they are a little willing to open up and share the problems they face and in the end are able to complement each other.

Theorists such as Erikson, Harter, Eccles, and Younis assumed that the period of studenthood and adulthood was a time of change in the self-concept of students at the Madrasah Aliyah level. They are always looking for and fulfilling what is possible for them, and at this time they are also trying to deeply understand their own identity. During this student period, a person also feels attracted to other people's personality characteristics, and if he is looking for friends, he will look for those who have a lot of personality in common with him (Ahyani & Astuti, 2018).

Thus, the changes that occur in this discussion activity include the assisted subjects being able to identify students' social problems about their own learning ability level, share experiences they have had from other sources or teaching materials, and solve problems with solutions they consider strategic. Little do they know that they need empowerment both through teachers and through peers.

## ***The Implementation process of Developed English Reading Materials with Islamic Materials and Values for Students at Islamic Boarding Schools Based on Communicative Language Teaching***

The interest of assisted subjects in Islamic-based English teaching materials and values began with the first discussion held by researchers in mid-2021 that they needed efforts to change themselves from being left behind and alienated in English learning activities and that their weak enthusiasm for learning could be independent (self-learning). This mentoring tried to motivate students to have the awareness to change the reality of their learning outcomes. The social and engineering changes carried out are expected to break bad habits into good ones, so that the current generation that has improved in quality will be followed by the next generation because there are good examples.

In efforts to overcome or minimize the problems faced by students in learning English, one of the strategies is to introduce teaching materials or learning materials that are more interesting and in accordance with the context of the needs of students in Islamic boarding schools.

This complementary teaching material consists of eleven chapters, namely: Expressing Agreement, Greeting and Introduction, Family Member, The Story of Zam-zam Water, Ibnu Sina, Funny short story, Announcement and Direction, Singing a song, an application letter, Islamic Story: Poor Man, Asking for Help, Asking and Giving Opinion. Each chapter begins with a brainstorming stage, which directs students to find out what material they will learn. In the first part of the material, the researcher provides reading material. In the second part of these materials, the researcher provides authentic language or discusses the essence of the subject. The third part of this material is Practice.

The English reading teaching materials that were developed were fully developed with suggestions and revisions after being validated by experts, and the materials were actually developed based on Communicative Language Teaching (CLT), which contained Islamic educational values. The experts agreed to the final product, and they stated that this research product is very important for students of class XI at Madrasah Aliyah of Darussalam Modern Islamic Boarding Schools, Kepahiang, Bengkulu, because these materials are very useful for students to solve their problems in reading. The final product of this research is a set of supplementary English teaching materials for students in class XI at Madrasah Aliyah of Darussalam Modern Islamic Boarding Schools, Kepahiang, Bengkulu.

## CONCLUSION AND SUGGESTION

The condition of the students of class XI at Madrasah Aliyah of Darussalam Modern Islamic Boarding Schools, Kepahiang, and Bengkulu as the assisted subjects, among others, was that the reduced enthusiasm and motivation of students in learning English caused some students to have difficulty understanding the context and purpose of learning English itself. Likewise, there is a lack of role models among students who inspire them to move forward, and on the other hand, the students of class XI are very hungry for mentoring, coaching and empowerment.

In order to improve the situation of class XI students at Madrasah Aliyah of Darussalam Modern Islamic boarding Schools, Kepahiang, Bengkulu, in terms of both the quality of the materials and their English skills, the researcher used a method called Participatory Action Research. This method is meant to help and encourage students so that they can figure out their strengths and weaknesses, as well as the causes of their problems.

The implementation of English teaching materials at Madrasah Aliyah of Darussalam Modern Islamic Boarding Schools, Kepahiang, Bengkulu, takes place through several stages of the activity cycle, beginning with planning, implementing, observing, and reflecting. Through activities planned in a participatory manner by stakeholders, teachers, and students, the results of the implementation of English teaching materials that occur can be concluded to be that the students are able to increase their self-awareness that learning and mastering English must begin as early as possible because doing so successfully and proficiently takes time. Also, they can create study plans in their simplest form and have changes in their understanding as a result of statements, reflections, and written evaluations, as well as their belief that knowledge and skills are necessary for being able to communicate in English. Therefore, the implementation of English teaching materials for the students at the Madrasah Aliyah of Darussalam Modern Islamic Boarding Schools in Kepahiang, Bengkulu, suggested that this activity be followed up with the creation of uniform teaching materials that are attractively designed and printed in color.

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