

**DEVELOPING READING INSTRUCTIONAL MODULE FOR
THE FIRST GRADE STUDENTS FOR ISLAMIC SENIOR
HIGH SCHOOL OF MANBA'UL HIKAM PUTAT
TANGGULANGIN SIDOARJO**

ARTICLE



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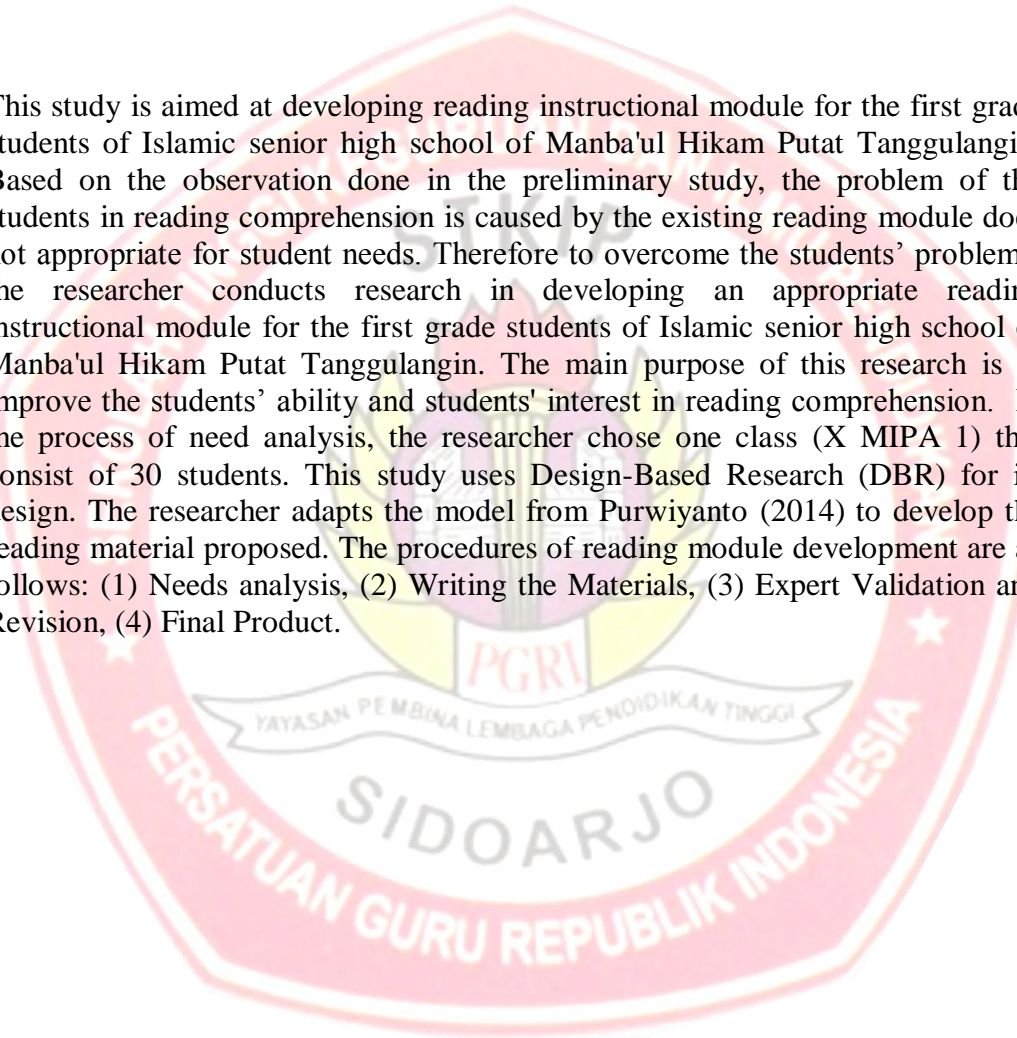
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ABSTRACT

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Keywords: Reading Comprehension, Reading Instructional, Instructional Reading Material, Material Development

This study is aimed at developing reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. Based on the observation done in the preliminary study, the problem of the students in reading comprehension is caused by the existing reading module does not appropriate for student needs. Therefore to overcome the students' problems, the researcher conducts research in developing an appropriate reading instructional module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The main purpose of this research is to improve the students' ability and students' interest in reading comprehension. In the process of need analysis, the researcher chose one class (X MIPA 1) that consist of 30 students. This study uses Design-Based Research (DBR) for its design. The researcher adapts the model from Purwiyanto (2014) to develop the reading material proposed. The procedures of reading module development are as follows: (1) Needs analysis, (2) Writing the Materials, (3) Expert Validation and Revision, (4) Final Product.

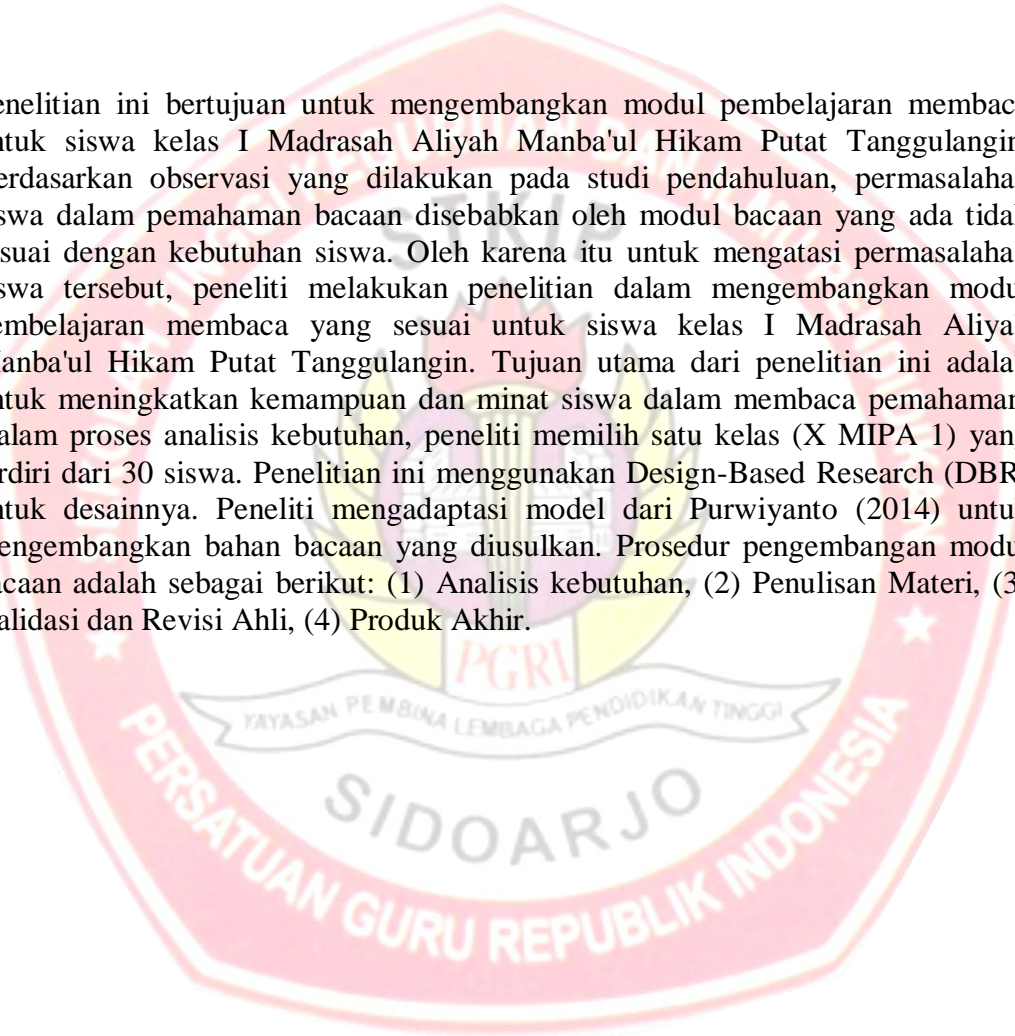


ABSTRAK

Vera, Amanda Amelia Yuni. 2021. Pengembangan Modul Pembelajaran Membaca Bagi Siswa Kelas I Madrasah Aliyah Manba'ul Hikam Putat Tanggulangin Sidoarjo. Skripsi. Program Studi Pendidikan Bahasa Inggris. STKIP PGRI Sidoarjo. Pembimbing: 1) Dr. Lailatul Musyarofah, M.Pd. 2) Henry Rio Putranto, M.Pd.

Kata kunci: *Pemahaman Bacaan, Pembelajaran Membaca, Bahan Bacaan Pembelajaran, Pengembangan Materi*

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran membaca untuk siswa kelas I Madrasah Aliyah Manba'ul Hikam Putat Tanggulangin. Berdasarkan observasi yang dilakukan pada studi pendahuluan, permasalahan siswa dalam pemahaman bacaan disebabkan oleh modul bacaan yang ada tidak sesuai dengan kebutuhan siswa. Oleh karena itu untuk mengatasi permasalahan siswa tersebut, peneliti melakukan penelitian dalam mengembangkan modul pembelajaran membaca yang sesuai untuk siswa kelas I Madrasah Aliyah Manba'ul Hikam Putat Tanggulangin. Tujuan utama dari penelitian ini adalah untuk meningkatkan kemampuan dan minat siswa dalam membaca pemahaman. Dalam proses analisis kebutuhan, peneliti memilih satu kelas (X MIPA 1) yang terdiri dari 30 siswa. Penelitian ini menggunakan Design-Based Research (DBR) untuk desainnya. Peneliti mengadaptasi model dari Purwiyanto (2014) untuk mengembangkan bahan bacaan yang diusulkan. Prosedur pengembangan modul bacaan adalah sebagai berikut: (1) Analisis kebutuhan, (2) Penulisan Materi, (3) Validasi dan Revisi Ahli, (4) Produk Akhir.



INTRODUCTION

Reading is considered as one of the language skills that supporting the development of other skills. As stated by Brown (2001: 313), he believes that reading is treated as one of two or more interrelated skills. It means that reading has a role as a subject matter for the students reading competence that provide opportunities to develop other skills as well. By reading, students get various kinds of information printed in the form of media. According to Nunan (1991), reading is a process when the reader combining information from a text and their own background knowledge to build meaning. Although reading is the main part of English skills, the results of research from Kweldju (2001 in Taufik 2014) indicated that the ability of Indonesian students to read English texts was very low. It is still a problem for most Indonesian students although they have studied English from elementary school. Besides that, according to Yeselson (2000 in Taufik 2014) students have problems in reading comprehension, such as they cannot understand the text at all, they misread the text by totally changing its meaning, and they misread the text by taking words and phrases out of context. So this problem makes students become easily frustrated, depressed, and they lose motivation to read because of incomprehension of what they read.

According to Kastaredja, (2008) stated that the results of teaching and learning English in senior high school have not been considered satisfying by parents, professionals as well as university lectures by considering the fact that most senior high school graduates cannot use their English for reading the scientific books or communicate orally. Furthermore, the English National Examination (UN) for senior high school learners is regarded as a hard job. The English test has a lot of reading comprehension tests. This shows that the students need to get lots of portion of learning in order the students can be understood in reading comprehension before the reading English test is done.

Based on the preliminary study have been done by the researcher on first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The researcher conducted observation and survey of the existing module. The researcher gives the students guided questions to identify the

weaknesses of the existing module. Several problems related to weaknesses were found. The first problem, the reading module has not an interesting and clear layout. The second problem, the reading module does not provide interesting topics and tasks. The third problem, the reading module does not provide up to date reading topics. The fourth problem, the task in the reading module does not provide clear instructions. The fifth problem, the reading module does not help students to learn more independently. Therefore, the students have low interest in reading comprehension. So that the teachers have difficulties providing and select reading materials that are appropriate for their students' needs. They only use the module from certain publishers and it is a foundation's policy.

The problem limitation of this study is developing reading instructional module in the first semester for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. This research is focused on the process of developing reading comprehension materials without conducting any tryouts on the module because tryouts will be continued in the next research. This research only doing validating the expert and doing some necessary revision.

This research is developing the reading instructional module to improve the students' ability and students' interest in reading comprehension. This development is employed to overcome the student problem in the reading module. The reading instructional module is developed based on the students' needs and also based on the curriculum.

RESEARCH METHODOLOGY

The study employs Design-Based Research (DBR) study for its design. Sugiyono (2010) states that Design-Based Research (DBR) is a research method used to produce the product. To be able to produce the product that is needs analysis is used and validate educational products based on expert judgment. In developing this reading instructional module, the researcher also adapted the model of development by Purwiyanto (2014). The procedures of development are as follows: Needs Analysis, Writing the Materials, Expert Validation and Revision, and Final Product.

The researcher starts with identifying the students' problem, after realizing the problems the researcher tries to solve the problem by studying theory related to the problem. Then, needs analysis is conducted to find the needs of the students. The result of conducting needs analysis is developed into the reading instructional module. Then, the reading instructional module is validated by the experts and after it is validated the reading instructional module is need revision for material improvement. After all, the final product is published.

Needs Analysis

The researcher put emphasis on what students really needed and wanted in developing reading instructional modules. The subjects of the needs analysis are the students and the English teacher who teaches in the first grade for Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. For the students, the researcher chooses one class (MIPA 1) of five classes (MIPA 1, MIPA 2– IPS1, IPS2, IPS3). The subject of this study is 30 students are gathered in one class and involved in the process of obtaining information and need analysis. The instruments used in the process of a needs analysis are students' questionnaires and the interview guide with the English teacher. The result of data collection would be analyzed descriptively.

Questionnaire

There are two kinds of students' questionnaires that have different purposes. First, it is used to evaluate the existing module. The questionnaire asks about the specification of the existing module and identifies the weakness of the existing module. The second questionnaire is used to show students' expectations about reading module development that appropriates for the students' needs. The questionnaire contains about what kinds of aspects should choose the students to use in the development instructional reading module.

Interview

The researcher conducts an interview with the English teacher. There are two main issues in the process of the interview. The first is about the evaluation of the existing module and the second is about the teachers' expectation of reading module development. The researcher uses interviews with structured questions as an instrument to get detailed information for the needed analysis.

Writing the Materials

The researcher developing reading instructional module based on all information obtained from the need analysis. The first stage of writing material is compiling materials and sequencing them as need analysis suggests. The selection of the text that will be presented in the reading instructional module must be related to the results of needs analysis, especially about the topics. Second, the researcher started to create some tasks/activities related to the topic. The material also will be selected from many sources. It will be developed based on the curriculum.

Expert Validation and Revision

The aim of expert validation is to get some comments and suggestions about some aspects. The aspects and criteria in the expert validation form physical appearances, the content of the product, etc. In this process, there were two experts in validating this reading instructional module. Each expert had twice validation, many aspects in the form of validation that needed to be evaluated. The experts should have experience in teaching and learning English. In this research, the experts are the English teacher who teaches in the first grade student of Islamic senior high school and the lecturer who lectures in reading subjects. After the experts give comments and suggestions, the researcher revises the reading instructional module to be better and appropriate for the student's needs.

Final Product

The final product is the developing reading instructional module in the first semester for the first grade students for Islamic senior high school of Manba'ul Hikam Putat Tanggulangin Sidoarjo. The researcher gives entitled the module is “Find Your Knowledge with Reading” because the goal of this module is to improve students’ English reading comprehension.

Materials Mapping

The result of need analysis becomes a base on how the researcher writes what content will be for the materials. The materials write about how many reading units will be developed in the material mapping. The result of material mapping could be seen in Table 3.1

Unit and Topic	Activities	Learning Goal
Unit 1: Introduction about self	<ul style="list-style-type: none">• Reading• Comprehension Questions and Discuss• Read and Identify• Vocabulary Builder	<ul style="list-style-type: none">• Understand the expressions used in asking and giving self-introduction and family relationship• Understand how to ask and give information about self introducing and family relationship
Unit 2: Congratulating and complimenting others	<ul style="list-style-type: none">• Reading• Comprehension Questions and Discuss• Read and Identify• Vocabulary Builder	<ul style="list-style-type: none">• Understand the expressions of congratulating and complimenting others• Understand how to congratulate and compliment others with the responses
Unit 3: Intentions	<ul style="list-style-type: none">• Reading• Comprehension Questions and Discuss• Read and Identify• Vocabulary Builder	<ul style="list-style-type: none">• Understand the expressions of used in asking and giving self-introduction and family relationship• Understand how to ask and give information about self introducing and family relationship
Unit 4: Tourism places in Indonesia	<ul style="list-style-type: none">• Reading• Comprehension Questions and Discuss	<ul style="list-style-type: none">• Understand descriptive texts with social function, text structure, and language elements

	<ul style="list-style-type: none"> • Read and Identify • Vocabulary Builder 	<ul style="list-style-type: none"> • Understand the information in descriptive texts
Unit 5: Tourism places in the world	<ul style="list-style-type: none"> • Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder 	<ul style="list-style-type: none"> • Understand descriptive texts with social function, text structure, and language elements • Understand the information in descriptive texts
Unit 6: Announcement	<ul style="list-style-type: none"> • Reading • Comprehension Questions and Discuss • Read and Identify • Vocabulary Builder 	<ul style="list-style-type: none"> • Understand announcement texts with the social function, text structure, and language elements • Understand the information in announcement text

Table 1

FINDING AND DISCUSSIONS

The Result of the Questionnaire about the Students' Evaluation of the Existing Module

According to the result of the evaluation of the existing module, there were the top five weaknesses' criteria of the existing module. Those criteria were important things taken by the researcher in the development reading instructional module. Those five weaknesses' criteria would be improved in the development of materials.

Weaknesses of the Existing Module

Rank	Weaknesses' criteria
I	The reading module has not an interesting and clear layout
II	The reading module does not provide interesting topics and tasks.
III	The reading module does not provide up to date reading topics.
IV	The task in the reading module does not provide clear instructions.
V	The reading module does not help students to learn more independently

Table 2

The Result of the Questionnaire about the Students' Need in Reading Module Development

Result of Students' Questionnaire about the Expectation of Reading Module Development

No	Questions	Strongly Agree		Agree		Disagree		Strongly Disagree	
		n	%	n	%	n	%	n	%
1	Reading comprehension is very important to mastering	18	60	10	33	2	7	-	-
2	Students need an appropriate reading module	17	56	13	43	-	-	-	-
3	The reading module should provide an interesting and clear layout	18	60	12	40	-	-	-	-
4	The reading module should provide by picture illustration	15	50	10	33	4	14	1	3
5	The picture illustration should clear and colorful	15	50	12	40	2	7	1	3
6	The reading module should provide up to date reading topics and interesting tasks	21	69	9	30	-	-	-	-
7	The tasks in the reading module should provide clear instructions	20	66	10	33	-	-	-	-
8	The reading module should provide vocabulary (English to English)	5	17	10	33	11	36	4	14

Table 3

Based on the table above, questions 1 and 2 showed by 18 students or 60% of students strongly agree that reading comprehension is very important to mastering. Then, 17 students, or 56% of students strongly agree that they need an appropriate reading module.

Questions 3, 4, and 5 indicated that how important the physical appearance of the reading instructional module is. It was shown by the result that 18 students or 60% strongly agree that the reading module should provide an interesting and clear layout. Then, 15 students, or 50% of students strongly agree that the reading module should be completed by picture illustration and they must be clear and colorful.

Question 6 and 7 were related to the topics and tasks provided in the reading module. It was shown by the result that 21 students or 69% of students strongly agree that the reading module should provide up to date reading topics and interesting tasks. Then, 20 students, or 66% of students strongly agree that the tasks in the reading module should provide clear instructions.

Question 8 indicated by 11 students or 36% of students disagree that the vocabulary (English to English). They more agree if the vocabulary (English to Indonesia). But, 10 students or 33% of students agree that the reading module should provide vocabulary (English to English). Related to the student's needs, the researcher added the vocabulary (English to Indonesia) in the reading module and also added the vocabulary (English to English) only in some chapters.

The Result of Interview with the Teacher

According to the teacher, students' interest in reading comprehension is low. Therefore, students need appropriate reading modules to improve their reading comprehension. The teacher explained that the existing module they used in the teaching process is good especially in reading but the reading module is not up to date, the layout is not interesting and clear, the topics of the reading module also not interesting to read, and the content of the reading module just color black and white (like picture illustration).

The teacher expectation in development of reading instructional module in the first semester for the first grade students of senior high school, the researcher should provide the topics of the reading module is up to date, the layout is interesting and clear, the task/exercises are interesting (like invite students to active and creative), and there are vocabularies (English to English) to improve their reading comprehension.

Based on the teachers' suggestion, the topics of the reading module can get about religion, education, technology, teenagers, and hot issues. In the process, the researcher should develop of reading instructional module is not just from the book but also from various sources. The researcher also should provide interesting tasks that are effective for the students like can create students thinking and involve then discuss among students.

Materials Development

At the first, the researcher collected many sources from the internet and certain book. Then, the researcher filtered and selected the appropriate material based on students' needs in the need analysis. Collecting interesting picture illustrations was also done by the researcher. The pictured illustration was colorful and was related to the topics. It would complete the texts or passages in the reading module.

After the researcher selected reading passages and beautified them with picture illustrations on each unit, the researcher started to create some tasks and activities that relate to the unit. By considering the need analysis about interesting tasks, the researcher developed some of the tasks and activities to be done by the students to sharpen students' reading comprehension in each unit. Other tasks were also provided in the reading module to make the students involved in discussion or group work, such as Read and Identify. The vocabulary training was also added by the researchers to supported students' understanding of the reading text. In this part, the discussion would concentrate on the meaning of difficult words that the students need to know, the words were taken from the text itself. In the reading module, it was recognized as Vocabulary Builder.

Expert Validation and Revision

Expert Validation

According to the first expert in the first validation, there were still some aspects to be revised especially in physical appearances such as cover design, title, and letter. However, the experts gave 'good' points for some aspects such as layout is interesting and clear, typing and spacing are clear and neat, the picture illustration is clear and colorful, task/exercises are appropriate, easily, and encourage the involvement of the students, instruction is clear, appropriate, and easy to understand, coverage of material is relevant to the students' needs and interests, the content of the material is clear and appropriate, language is suitable with the students' level and easy to understand. Besides that, the experts gave 'excellent' points for some aspects such as topics that are appropriate to the students' needs and interests and topics is up to date.

From the second validation of the expert, according to her evaluation, she had a different judgment from the first validation. She gave 'good' points for some aspects such as cover design, title, and letter. Besides that, she gave 'excellent' points for some aspects such as typing and spacing are clear and neat, picture illustration is clear and colorful, task/exercises are appropriate, easily, and encourage the involvement of the students, language is suitable with the students' level and easy to understand.

According to the second expert in relation to the first expert in the first validation, there were still some aspects to be revised in physical appearances such as cover design and title. She had a different judgment from the first expert in the first validation for some aspects such as spacing, the picture illustration, task/exercises are appropriate, easily, and encourage the involvement of the students. Besides that,

She gave 'good' points for some aspects such as letter, topics that are appropriate to the students' needs and interests and topics is up to date.

In relation to the first expert in the second validation, according to her evaluation, she had a different judgment from the first expert in the second validation for some aspects such as the title of cover design, letter, task/exercises encourage the involvement of the students, instruction is clear, appropriate, and easy to understand, the content of the material is clear and appropriate. Besides that, she gave 'good' points for some aspects such as language is suitable with the students' level and easy to understand.

Revision

In the first revision, the researcher had to revise some aspects of the physical appearance such as the cover design, the title, and the letter. The changes were first made to the cover design. In the cover design, there is not center found. So, the researcher must revise the cover design to be better and more interesting. Second, the title of the reading module is not interesting. So, the researcher must find the title as interest as possible. Third, the letter of the reading module must more clear and appropriate. So, the researcher must revise the letter better. The improvement had also been made for the physical appearance and the content of the material. The researcher must improve the layout in order to be more clear and interesting. And then, the researcher also must improve the task/exercise in order to make the creative thinking of the students.

In the second revision, the researcher did not get revised from the experts. Because the required revision gained from the experts had been accomplished. The researcher only had got comments or suggestions for improvement from the experts. The first expert said that overall the development of the reading instructional module so far so good, almost perfect. The first expert hopes the researcher suggests

improving the reading instructional module in other skills such as listening, speaking, and writing. But, this research is limited only to developing reading instructional modules. Meanwhile, the second expert said that the reading instructional module was better than the first revision.

Final Product

The final product of these developments was collected in the attractive reading module for the first grade students of Islamic senior high school of Manba'ul Hikam Putat Tanggulangin. The reading module is completely arranged after being validated by the expert. The researcher entitled the module "Find Your Knowledge with Reading" because this module leads the students to improve students' reading comprehension. The module contained six unit topics.

CONCLUSION

From the result of the questionnaires, the researcher concludes that the students need the reading module that is appropriate for them. The final product of the development is a reading module entitled "Find Your Knowledge with Reading". It contains six unit topics, such as religion, education, technology, teenagers, and hot issues. It is completed by various exercises, activities, and picture illustrations. The reading module is developed based on the result of expert validation. It is also completed with up to date reading topics and interesting tasks and the topics are appropriate for the student's needs.

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