

# **Developing Reading Supplementary Materials Using Islamic Stories for An Extracurricular Program of Islamic Senior High School Level**

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## **Abstract**

The fundamental aim of this study was to develop reading supplementary materials using Islamic stories for an extracurricular program of senior high school level. This present study used Research and Development (R&D) design adopted from Borg & Gall (2003). Hence, several scientific procedures involved in this development were: needs analysis, studying recent theories, developing the educational product, validating the product to the experts, revision, try out and final product. Then, the final product of this present study is an exercise book of reading materials focusing on enhancing students' interest in reading since this educational product is developed based on the students' need and interest as Islamic learners. Perfectly, this developed product is also completed with several reading strategies and techniques to help the students in reading such as scanning and skimming. More, vocabulary exercises are also provided for the students in each unit of the book in order to Last but not the least, the final result of this study revealed that the students enthusiastically showed their interest and actively engaged in reading activities through this material development.

*Keywords:* developing, reading supplementary materials, Islamic stories, extracurricular

## **INTRODUCTION**

The study of teaching English reading skill has always continually shown its robust interest. One visible fact can be visually seen that it is not such a secret anymore that reading is a pivotal skill that should be mastered by students in learning English (Weisi, 2012: 146). In accordance with the statement above, as revealed on Wardani, Basthomi & Sunaryo's study (2017) that reading facilitates students to have comprehensive knowledge and experience which help the students' language ability in mastering other skills. As explained by Wahyono & Puspitasari (2016) "When learners read academic text more, they enable to express their ideas into written text or well-structured speaking connected to the main discussion." For those reasons mentioned, Souhila (2014) emphasizes the importance of reading plays a prominent role in enhancing readers' language proficiency, particularly in a foreign language setting.

Teaching reading in senior high school has reached its major discussion and debate over the past decades. One of undeniable truths about reading comes from the Latest Programme for International Assessment (PISA) 2015 results that Indonesia is ranked at 62 from 70 countries in the terms of reading. From this result, it can be stated that reading ability of Indonesian students is below the average. Thus, several factors are deemed to affect students' low interest and poor reading comprehension. First, the students' background knowledge of materials in reading text (Cahyono & Widiati, 2007). Another factor that is considered as an essential thing to help the student have better understanding is reading

strategy. As what clarified by Grabe & Stoller (2002) that reading strategy also plays prominent role in affecting students' comprehension performance. Last, the reading materials is also one of the obstacles in teaching teaching reading since many schools in Indonesia do not provide students with an appropriate learning material. "This is partly, it should be genuinely granted, due to lack of quality resources such as human resources as well as instructional materials to be taught to the students" (Aniroh, 2018). To this, Munir (2013) strongly emphasized that teaching reading can be successfully implemented if the teachers have ability in preparing reading materials.

As a matter of this, it is important to bestow extra attention which persistently concerns on development of reading materials since students are more encouraged to learn if they are facilitated with the good and appropriate learning materials. To this, Susanti (2015) who stated that learning materials play an inevitable role in English language teaching. Therefore, it is suggested for educational practitioners to develop appropriate reading material which fit to students' need in order to build up students' interest and ability in reading comprehension.

Regarding to the need analysis which has been carried out, the writer then found that most of the students were less interested in reading. They voiced that reading is such a boring activity especially if the topic of the reading passage was in general reading text. Additionally, most of whom also believed that the difficulty of vocabularies made them hard to comprehend the text. To this, the fundamental aim of the extracurricular program is that to facilitate the students to enhance their interest in reading through the developed reading supplementary materials using Islamic stories.

Students in Islamic school are not only expected to be able to master in general education setting, but they are also insisted to have strong understanding of religious and moral values based on the tenets of Islam. To this, the use of Islamic stories powerfully facilitates students to not only have a good ability in reading but also have a deep understanding and knowledge of Islamic tenet particularly for those who are staying in Islamic boarding school as well. The advantages of Islamic-based reading materials (Islamic stories) for teaching English especially reading cannot be neglected. Islamic-based reading materials (Islamic stories) itself can be defined as a set of reading passage that represents several Islamic stories related to the Islam and can be such a powerful way to introduce Islamic value and practice it in daily life (Susilawati, et al, 2016). Through Islamic stories students learn the message, and hopefully they can apply it their daily life. Dealing with that circumstance, Munir & Hartono (2016) elaborated that integrating Islamic values in teaching English is such an indispensable thing to be considered in order to develop students' potential as Islamic learners who have strong understanding of Islamic tenet. Therefore, in case of teaching reading, using Islamic stories is considered applicable and suitable materials since the students are not only given a chance to enhance their reading comprehension, but they also facilitate to increase their religiosity by learning Islamic messages through the stories.

Meanwhile, the result of interview with the English teacher and the principal of the school indicated the similar view toward the importance of Islamic based reading materials for the students since they stated that the students are less interested in reading. To more extent, it is important for the teacher to attract students' attention by preparing the reading materials which were based on their need and interest as Islamic learners so that the students can enjoy the reading class. Both of them stated that students had to enhance their interest in reading so that they can have a good reading. It is not for those reasons only, the availability of the specific Islamic based reading materials for Islamic learners in the extracurricular program is one of prominent things to be considered as well. Hence, both of the teacher and the principal agreed that it is truly important to develop specific book focusing on reading,

and the materials development should cover the Islamic context so that hopefully the students can learn Islamic message from the stories when they are reading and enhance their reading interest through Islamic stories. Lastly, both of the teacher and the principal also stated that the developed materials should be completed with vocabulary exercises to stimulate the students before doing reading activity as well as various reading strategies and techniques in order to enhance students' interest in reading.

Some similar previous studies have been conducted by several researchers, one of them is Febriani (2015). She used Islamic stories as a media to develop her product since she hoped that the students of Islamic school can learn the Islamic message from the stories. Her research showed a surprising finding that facilitating the students with the appropriate materials which fit to their need can successfully enhance students' interest in reading. By the same token, another study was also carried out by Harahap (2015) that she designed her reading material development based on Islamic topics in the form of Islamic narrative stories. Her finding indicated that the students were more interested in joining reading activities because the students thought that the materials were presented interestingly through Islamic stories. All in all, the results of Febriani and Harahap' study were supported by Susilawati et al (2016) that Islamic-based reading materials can be such a powerful way to introduce the Islamic tenet to the students, so the students can learn the Islamic message and practice it in their daily life.

Another previous study which inspired the writer to develop this reading supplementary materials is Afidah (2015). She designed supplementary reading book based on Reading Strategy Based Instruction (RSBI). Several strategies involved in her product are like predicting, skimming and scanning. Thus, her finding successfully showed that the reading strategy can contribute positive effect to enhance students' interest in reading. As what explained by Anderson (2008) that reading strategies are very beneficial in enhancing students' interest to be more active and get involved in reading activities. On the other side, Sholihah (2014) created her instructional reading materials for university students by integrating vocabulary exercises in each chapter to help the students activate their background knowledge so that they can easily understand the text. Both these two previous studies have inspired the writer to integrate reading strategies like skimming and scanning completed with the vocabulary exercises as well.

As reviewed above, most studies have their criteria and different characteristics. On these reasons, the writer developed her English reading supplementary materials using Islamic stories for Islamic senior high school level completed by the reading strategies and techniques like skimming and scanning in order to make the student more interested in reading. Additionally, the writer designed the reading materials for the extracurricular program based on Islamic stories with the vocabulary exercises in each unit to activate students' background knowledge toward the text, and help the students easily understand the text.

### **Method**

This present study used Research and Development (R&D). As elaborated by Borg and Gall (2003: 569) that this kind of research design is purposed to develop the educational product through investigation and evaluation in educational real field. So, the process involved identifying problems that require to be overcome. Here, the students' less interest in reading was overcome by developing the reading supplementary materials using Islamic stories.

This study was carried out at one of Islamic senior high school in Mojokerto, east java, Indonesia. The subject of this research was tenth grade students of Islamic senior high school consisting of 25 students. In conducting need analysis phase, the writer utilized

questionnaire and interview. At the first stage, the writer distributed the questionnaires to the students to identify their reasons of having less interest in reading and their expectation toward the reading supplementary materials. Then, the result of students' questionnaire were analyzed by the writer and become the fundamental basis for the writer in developing her reading product. The type of students' questionnaire was in the form of semi-open ended questions in which they were allowed to opt 'yes' or 'no' toward the given questions. More, they could also attached their reasons for answering that question. In order to gain more information in the need analysis phase, the writer also conducted the interview for the English teacher and the principal in order to know their expectation toward the developed reading materials.

The steps of the development on this recent study consisted of several procedures, they are: First, needs analysis was conducted in order to know students' need, interest and expectation in designing the English reading supplementary materials using Islamic stories for an extracurricular program in the form of reading exercise book. Second, the writer studied the scientific theory related to the reading and material development. Third, developing the educational product including syllabus, book map and the reading materials using Islamic stories. Fourth, expert validation was carried out to obtain the quality of the developed product, and revise the product based on experts' judgment and suggestion. Fifth, the writer did the field try out to know the effectiveness, usefulness, and appropriateness of the developed product which was used as a reading supplementary material in the form of reading exercise book. Then, the final procedure of the development process was the final product in which the writer rechecked the product until the writer believed that the product has met its behavioral objective.

<b>Need Analysis</b>
<ul style="list-style-type: none"> <li>•Distributing Questionnaire to the students</li> <li>• Interviewing the English teacher and the principal</li> </ul>
<b>Studying Recent Theories</b>
<ul style="list-style-type: none"> <li>•Studying previous study related to the theories of material development and reading</li> </ul>
<b>Developing the Educational Product</b>
<ul style="list-style-type: none"> <li>•Designing teaching guideline (syllabus) and book map</li> <li>•Developing the reading materials</li> <li>•Designing the product display</li> </ul>
<b>Validating the Product to the Experts</b>
<ul style="list-style-type: none"> <li>•Conducting expert validation to know the appropriateness of the reading materials</li> </ul>
<b>Revision Product</b>
<ul style="list-style-type: none"> <li>•Revising the product based on experts' evaluation and suggestion</li> </ul>
<b>Try out</b>
<ul style="list-style-type: none"> <li>•Trying out the product in the real field</li> </ul>
<b>Revision product</b>
<ul style="list-style-type: none"> <li>•Revising the product based on the result of try out</li> </ul>
<b>Final Product</b>
<ul style="list-style-type: none"> <li>•Rechecking the product until the writer believed confidently that the product is ready to be published</li> </ul>

**Figure 3. 1 The Steps of Development As Adopted from Borg&Gall (2003)**

## RESULTS

### The Developed Materials

This material development was purposed to overcome students' less interest in reading through developing reading supplementary materials using Islamic stories. To this, reading supplementary materials using Islamic stories for an extracurricular program of Islamic senior high school level needed to be developed. For this reason, it is important to bestow extra attention in developing the reading materials for students using Islamic story since it was considered as a powerful way to attract students' interest in reading. Then, the reading supplementary material was then developed based on the result of need analysis. It was then presented in the following table.

*Table 3.1 The Result of Students' Questionnaire in Needs Analysis Phase*

No	Aspect	Question	Percentage
1.	Students' interest in reading and	Do you like reading an English book?	24% (yes)
			76% (no)
2.	availability of the specific reading material	Is there any specific book for extracurricular program in your school?	12% (yes)
			88% (no)
3.		Do you need such a reading supplementary material for the extracurricular program?	96% (yes)
4.		4% (no)	
4.		Have you ever read an English Islamic story?	40% (yes)
			60% (no)
5.	Students' expectation about reading material	What is kind of reading material you expect?	
		a. Fun and interesting	44% (b,e)
		b. containing Islamic stories	16% (a,b)
		c. completed with picture illustrations	12% (b,c)
		d. easy to understand	8% (b,d)
		e. containing various vocabulary exercises	8% (d,e)
			4% (a,c)
	4% (e,c)		
	4% (c,d)		
6.		What is kind of the reading text that you love to read?	
		a. general topic/knowledge	88% (b)
		b. Islamic precious story	8% (b,c)
		c. short story	4% (b,d)
		d. folklore	
		e. humor	

The result of distributing questionnaire in need analysis phase indicated that the problems of students' less interest in reading were the reading materials were not interesting and not suitable with their mission as Islamic learner. Furthermore, they also stated that the lack of vocabulary exercise makes them difficult to comprehend the text. So, they really needed such a reading supplementary materials focusing on Islamic reading text with vocabulary exercises as well.

In the need analysis phase, the writer has met many problems related to teaching reading in the extracurricular program such as the students' less interest in reading, unavailability of the specific book focusing on reading with the Islamic topics, and the students' expectation toward the reading materials. Next, the writer studied the theories of creating new educational product and reading. To this, the students' response based on need analysis were supported with the related theories. The theories were functioned as references and discussions for the teacher and also for educational researcher for further theories.

The result of need analysis became the fundamental base for the writer in developing the material. Based on needs analysis, it can be concluded that the students need reading supplementary materials which contains Islamic stories to help them learn reading in an extracurricular program. Supporting this mentioned case, Susilawati, et al (2016) documented that Islamic stories can powerfully help the students to learn Islamic message while they are reading the text. At the first, the writer collected many Islamic reading texts form the internet source. Then, the writer selected and filtered the appropriate texts based on students' need in the need analysis. In material development phase, some procedures were carried out such as a) designing teaching guideline (syllabus) and book map, (b) developing the reading materials including students' worksheet, and (c) designing the product display.

In designing teaching guideline (syllabus), the writer deals with description of the unit/topic, basic competences/sub skills, indicators, learning activity, methods and media, source of materials, assessment and time allotment of the product. The selection of the title in the texts were based on the results of students' expectation about material development in need analysis phase. Moreover, the writer also provided the product with the book map which covers the detailed descriptions of the products to make the readers use the product easily.

There were 10 (ten) units of Islamic precious stories – narrative texts (Unit 1 until Unit 7) and recount texts (Unit 8 until Unit 10). Each unit consisted of 1 text. The Islamic stories were taken from the internet sources, and they were selected based on the value or the precious message which the students can learn for their life. The titles of the story were presented in the following table:

*Table 4.1 Titles of the Story*

UNIT	TITLE	Page
1	The Importance of Saying Insya Allah	3
2	It is More Blessed to Give than to Receive, Charity in Islam	12
3	Power of Positive Thinking: Which One Are You?	19
4	Allah is Sufficient as A Surety	26
5	Kindness in Islam: Parade Outside Your Window	35
6	The Pious Man and the Shopkeeper	41
7	Clever King Story	47
8	Secret to True Love: Meaning of True Love in Islam	55
9	Worth and Significance of Bismillah: Ring in the Stomach of the Fish	61
10	Heart Touching Real Inspirational Hajj Story: Lost Pouch	66

Next, the writer did the next step that was designing the materials and students' worksheet. Since the product provided two kinds of text – narrative and recount, the writer

attempted to give general explanation about the text that the students are going to learn in the beginning of the unit. Students' worksheet were designed based on the reading and vocabulary exercises. The tasks provided in the product were various such as warming-up activity like guessing the pictures which are related to the text that the students is going to learn, and guessing several vocabularies related to the text or answering the questions related to the pictures given. All those activities can be answered by the students in their workbook before discussing the material with the classmates. Lastly, this book facilitates students to review the lesson or material they have learned since the writer of this book completed the product with the learning review which is provided in the end of each unit.

The reading skill tasks provided in this product cover identifying the main ideas and detailed information, finding relevant information from the text, looking for the keyword or subheading, answering comprehension questions, writing prediction, deciding true or false statement based on the text, correcting the false statement in order to make it true based on the text, summarizing the important information based on the text, identifying the text structure of the text, making questions based on the text. All those exercises were purposed to facilitate students learn reading.

Importantly, as explained previously that this developed product completed with the vocabulary exercises which were also essential for understanding the text. Those are matching vocabulary with the description or its meaning and its antonym, creating sentences using given vocabularies, completing the English words, completing sentences using provided vocabularies, rearrange the jumble letters into the correct word, finding the synonym of words that will be read, matching the English words with the Indonesian meaning, filling the blank with the given vocabulary, finding the meaning of words related to the text. Then, the writer also completed this reading exercise book with the answer key for the teacher.

Last but not least, to produce more interesting reading exercise book for students, the writer collected interesting and attracting several pictures illustrations which were related to the topic of each unit in order to stimulate students' prior knowledge. Then, they were attached in students' worksheet, and each page was presented colourfully. After all the steps mentioned were done, the developed materials were ready to be evaluated by the experts.

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

After developing the reading materials, the writer validated the product to the experts in order to obtain some suggestions, opinions, and critics from the experts. Several components need to be commented and validated involve layout, aim and organization, topics, content of materials, language, tasks, and answer key. The writer provided validation sheet which the scores were ranged in three scales which were good, fair and poor. Additionally, the writer also attached suggestion column for the expert validators. There were two experts involved in this recent study, they are: (1) an English lecturer of University of Islam Malang, and (2) the English teacher of the school where the writer carried out her study. The suggestions and comment form the experts were outlined in the following paragraph.

First expert: there were several aspects need to be revised. Firstly, the expert stated that there was no reading passage attached in unit 1. Next, he also suggested that the answer key should be separated from the exercise book in order to make the students feel challenging in doing the exercises. Lastly, the expert also highly recommended that each reading text should be completed by the note about the amount of words in the text. He explained that the function of the length text is that to make sure the text are ordered from the shorter to the longer one. However, the expert stated several good points for some aspects such as the selected topics were appropriate to the students' interest and need. The tasks were also

various, communicative, challenging and easily done by the students. The instructions made were clear and understandable, and the language used was suitable with the students' level. The physical appearance of the book including cover and picture illustration was so attracting since it was designed colourfully. Overall, he stated that this reading exercise book is good and ready to be tried out.

Second expert: in relation with the first expert, she also said that the topics were truly inline with the students' background in Islamic boarding school. This is such a good point to attract students' attention. In addition, she also added that layout and picture illustrations were so colourful so that the students are not bored in doing the exercises. She mentioned also that the reading exercises were challenging and completed by the vocabulary exercises in every unit. It is truly good to help the students in understanding the text. Overall, she said that the development of reading supplementary material is good.

After having consultation with the experts, the writer then revised the product based on the experts' judgment and suggestions in order to improve the quality of the product before trying out the product in the real field.

### **The Product Revision Based on the Result of Expert Validation**

All suggestion and comments from the experts were truly valuable for the improvement of the product, those were outlined as follow.

Firstly, there was no reading passage attached in the developed product in Unit 1. Therefore, the writer made a significant attempt to attach the full reading passage in Unit 1 as what the expert suggested. The next comment was the answer key should be separated from the students' exercise book. Then, the writer separated the answer key with the exercise book to make the students more confidence in doing the exercises. For the content of the product, it should be added with the amount of word in each text in order to make sure that the texts are correctly ordered. Then, the writer made a revision by giving the amount of the words in the end of each text.

### **Try out**

In order to know the applicability of the product developed, it was needed to apply the product in the real field. The product was tried out in SMA Unggulan Harapan Ummat Mojokerto. It was followed by 25 students of X IPA class. Of course, by the research limitation in the terms of time encountered by the writer during research period, it seems impossible for the writer to have try out for the whole units. The try out was conducted in the end of March, and it was intended for two units – Descriptive Text Unit 7 entitled “Clever King Story” and Recount Text unit 8 entitled “Secret to True Love: Meaning of True Love in Islam”. The writer tried out two units in order to make sure that both two kind of texts are practically tried out to the students.

Before the students start reading, the writer explained about the objective of each unit in order to make them understand what they are going to learn. During the try out, the writer acted as a researcher and a teacher who taught the materials whereas the English teacher took role as a collaborator to observe the efficiency of the use of reading supplementary materials.

In the first try out, the writer first gave the pre-reading activities by activating students' prior knowledge through the vocabulary that the students were going to read in a reading text entitled “Clever King Story”. Through this pre-reading activities, it was hoped that the students could easily understand the text. After matching the vocabulary with its correct description, the writer corrected the answer together with the students by asking each students to check their friend's answer. The students showed their enthusiasm in doing this activity. Next, the writer asked the students to read the text for some minutes. Then, the



writer asked some students as representatives to tell the main idea of each paragraph to train their skimming using their own words, and most of whom could tell the main idea of each paragraph correctly.

After that, the writer gave the chance for students to have an individual activity by answering comprehensive questions in the form of complete answer. The writer did it since she wanted to accustom the students to answer the questions by giving the complete answer. The activity was continued by having True-False statement related to the text. Here, the students were asked to check the statements whether they were true or false based on the text the students have read. In this case, the students' enthusiasm could be seen from how they attempted to rewrite the correct statements of incorrect statements. Moreover, the students here were also asked to underline the sentence which indicates their answers. Next, the classroom atmosphere became more interactive when the students did the last task in unit 7. The writer asked them to have such a pair work in the last session. The students were asked to find the important things with the keywords about the text they read, and summarize those important information and key words in the given table or chart. Then, they were given an opportunity discuss their work with other pairs. Almost all the students actively engaged in this activity, and share their work with others. The discussion became more active when the each pair shares the similarity or difference of their work with others. After the process of try out of Unit 7 had finished already, the writer asked the students to make such a reflection of the learning process in order to have learning review toward the materials.

In the second try out, the writer asked the students to have such a brainstorming or pre reading activities before doing reading activities in order to activate students' prior knowledge. In the first try out, the writer asked the students to match the word with its description whereas in the second try out, the writer asked the students to rearrange the jumble letter into a correct word. Those words were used in the text that they were going to learn in unit 8. Then, they were asked to discuss the meaning of the words together with their friends. Different from the first try out, the writer asked the students to read aloud the text in the second try out. Reading aloud was such a great way which provides feedback for students' pronunciation errors proven by several mistakes they made for some words in the texts. The writer asked the students to read the whole text twice. Next, the writer asked the students to work in pair in order to find the main idea of each paragraph to train their skimming. Then, the writer asked the representative of the students to share their idea related to the main idea of each paragraph.

At last, the activities was continued by asking students to work individually by answering comprehensive questions related to the text. The same as the previous try out. In the end of the try out, the writer gave the students evaluation checklist in order to know their opinion regarding to the supplementary reading material that has been given. The checklist consisted of the aspects related to the condition of the reading exercise book involving layout, topic, language, content, and exercises. From the practicality of the try out, there was no significance changing for the material since most of the students respond positively to the material which had been tried out.

In conclusion, based on the first and the second try out, it was stated that the students were more enthusiastic in joining the lesson particularly reading section. It was then proved by the evaluation checklist given to the students and this material development which showed that the students actually like and agree with the material development because it has matched with the students' interest and need. Based on study results of Harahap (2015) that the students need learning materials which meet their interest, and Islamic learners are more interested in joining the reading class if they were facilitated with the appropriate learning materials namely Islamic stories.

In sum, the reading supplementary materials had been tried out already at tenth grade science of Islamic senior high school in Mojokerto, East Java, Indonesia. The result of try out indicated that most of students responded positively to the materials and actively engaged during try out. More, the students are also more interested in joining the reading class. Thus, it can be documented that there was no significance changing for the developed materials because the evaluation checklist given to the students showed that most of whom stated that the material development is inline with their need and interest.

### **The Final Product**

The final product of this development was exercise book of supplementary reading materials using Islamic stories for extracurricular program of Islamic senior high school level; this reading supplementary material was developed based on the students' need and interest, and focuses on enhancing students' reading skill. The title of the product is "*Let's Read. Learn English Through Islamic Precious Stories*", and it consists of 10 units – units 1-7 are Descriptive Text, and units 8-10 are Recount Text.

This reading supplementary material was developed based on the students' need and interest. Interesting reading texts were chosen based on students' preferences. The topics were related to the students' daily life as an Islamic students who are staying in Islamic boarding school. Each unit was presented colourfully and completed by pictures illustration which relate to the topic. Then, in the end of each unit, the writer completed it with learning review in which the students is able to write which part that they need to understand more.

In order to sharpen the students' comprehension in reading, the writer completed this exercise book with various exercises or tasks such as true/false, answering comprehension questions, writing the important things related to the texts, etc. Through this book, the students are expected to be able to find the main ideas, remember the details, summarizing and organizing information from the text.

This material development was also completed with several reading strategies. By inserting some reading strategies (Barnett, 2002) it can be stated that the students are beneficially helped to make a sense of what they are reading. Several reading strategies and techniques involved in this product development were like jigsaw, note-taking, skimming, Know-Want-Learn (KWL), Instructional Pause Procedure, discussion, read aloud and summarizing. Also, various activities of reading also completed this book like individual, pair or group work, so the students are not bored in joining the reading class. Perfectly, this reading supplementary materials was also completed with the vocabulary enhancement so that the students can enrich their vocabulary bank. As what illuminated by Brown (2007) that vocabulary exercises help the readers to identify the meaning of what they are reading.

Finally, this reading supplementary material completely arranged after being validated by the experts and revising some components such the order of the text for each unit, giving the amount of word for each text, and separating the answer key from the reading exercise book. Furthermore, the writer has been implemented try out in order to know the applicability of the product in the real field and how interesting this material development through students' opinion. As a result, the writer found the positive response which comes from students' activeness and students' enthusiasm in joining the reading class and also from the result of students' evaluation sheet. Therefore, it means that this exercise book is beneficial and appropriate for teaching extracurricular program especially reading class for tenth grade students of SMA Unggulan Harapan Ummat Mojokerto.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

The result of the development is aimed to reach the major objective on this study that is to enhance students' interest in reading. By conducting need analysis phase, it was found out that the students were less interested in reading, and there was no specific book used for teaching reading in extracurricular program. Due to the students' response to the given questionnaire in the need analysis phase, most of the students stated that they expected such a reading material which is inline with their life as Islamic students. Therefore, the teacher and the principal truly welcome for the materials development in the form of reading exercise book contained Islamic stories and completed with the reading strategies and vocabulary exercises as well.

To conclude, the writer developed such reading supplementary materials using Islamic stories for an extracurricular program of Islamic senior high school level in Mojokerto, East Java, Indonesia. Therefore, it is hoped that this result of development can enhance students' interest in reading.

### **Recommendations**

In the end of this development, the writer also proposes several recommendations related to this study.

**How to use the book.** This reading supplementary material has its own way to use this book. It consists of 10 units, they are 7 descriptive texts and 3 recount texts. This book is completed by the book map so that it makes the teacher and the students easily use this book, and in the beginning of each unit was welcomed with the learning objective or the activities that the students are going to do. In using this book, the students are permitted to directly write the answer on the exercise book since the writer has given already such a space to put the answer in each activity. However, it is such a reminding for the teacher that the practice of this exercise book should be always accompanied by the teachers since this product development contains some reading strategies which need to be guided by the teacher in practicing this developed product.

In order to make the teacher easily this exercise book, the writer has made already such a teaching syllabus which explains the detailed description of each activities, learning objectives, and teaching techniques used in each unit. Further, the writer has prepared the answer key for the teacher if it is needed when practicing this product.

**How to Develop the Book Further.** In this phase, there are several fundamental points of recommendation to develop the book namely for the English teachers, the students, and for the future researchers.

**For the English teachers.** The teacher can combine with another resources, games, and media when practicing this material development, so the students may not perceive reading as a boring activity. As an example, the teacher may start teaching by applying more pre-reading activities like sharing some pictures or playing some video which relates to the reading text. It seems beneficial to stimulate students' knowledge before coming to the reading texts. By the same token, with the advancement of the technology devices nowadays, the English teachers are also recommended to include the use of technology in their teaching in order to make the students more attractive during the process of teaching.

**For the Students.** The writer suggests to utilize this reading supplementary materials effectively by using it not only in the classroom, but also outside classroom or in Ma 'had since the writer has already designed this book practically and easy to bring outside the classroom. Thus, while doing the reading exercises, the students can directly write the answer of each exercise in the book.

**For the Future Researcher.** Based on the limitation of the product, several suggestions need to be put forward in order to improve the quality of the product. The writer suggests the future researcher to carry out similar studies for different level with more various topics and exercises as well as other text types. In the process of need analysis, the future researchers are recommended to identify the difficulty level of the texts by testing them to the students. Additionally, the future researchers are also suggested to validate the product to the experts in different fields. For instance, reading expert to evaluate the content of materials, grammar expert to evaluate grammatical feature, graphic or layout expert to evaluate the physical appearance, etc. Then, it is also important for the next researcher to conduct field try out at least for three times to obtain the empirical validity of the book.

**How to Disseminate the Book.** It is prominent for the writer to complete some steps and procedures before disseminating this exercise book. To this, the reading exercise book requires to meet its good quality in education particularly teaching and learning. First, the developer has to validate the developed reading materials to the experts. In this case, the experts should have enough education background and experience, and several points which need to be validated by the experts are like aim and organization of the exercise book, contents and topics of the book, language and task and etc. After the experts has validated the product with some suggestions and comments, the writer then revised the product based on experts' judgment. Secondly, the writer conducted try out in the education field in order to know the applicability of the product. Also, it is functioned to find out the relevant information in the real field whether the product has met the students' need and interest or not. Next, the writer continued on final revision after having both validations from the experts and the result of try out product. Finally, the reading exercise book may publish or disseminate to the students.

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