DEVELOPING ENGLISH READING MATERIALS FOR MADRASAH ALIYAH STUDENTS

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ABSTRACT

The final objective of this research is to develop English reading materials which are suitable for Madrasah Aliyah students. This research is a Research and Development (R & D) type. The subjects were students of Madrasah Aliyah Negeri Yogyakarta II, an expert, and English education students as well as English teachers. There was one instrument applied to obtain the research data, i.e. questionnaires which were distributed to different subjects of this research (in need analysis and evaluation phase). Data from the questionnaires was analyzed quantitatively. This research was conducted by following Borg and Gall's research design (2003) in combination with Jolly and Bollitho's model design (1998) with several modifications. Based on the result of the need analysis, all students needed English reading materials which were based on their background study. Each unit of the developed English reading materials consists of 15 tasks and focus on vocabulary building, text type, and grammar. After being tried-out and evaluated, the materials were approved to fulfill the criteria of good materials. The quantitative analysis' result of the evaluation questionnaire shows that the highest mean is 3.47 and the lowest one is 2.89. Based on categorization using an ideal mean (Mi) and an ideal standard deviation (SDi), 21 of 30 statements about the materials belong to "good" category and nine statements belong to "very good" category. Thus, it can be concluded that the developed English reading materials for students of Madrasah Aliyah are already suitable and appropriate with Madrasah Aliyah students.

Keywords: Materials, Reading, Madrasah Aliyah

ABSTRAK

Tujuan akhir dari penelitian ini adalah untuk mengembangkan bahan bacaan bahasa Inggris yang sesuai untuk siswa Madrasah Aliyah. Penelitian ini merupakan penelitian dan pengembangan (R & D). Subjek penelitian adalah siswa Madrasah Aliyah Negeri Yogyakarta II, seorang ahli, dan siswa pendidikan bahasa Inggris serta guru bahasa Inggris. Ada satu instrumen yang digunakan untuk mendapatkan data penelitian, yaitu kuesioner yang dibagikan ke subyek penelitian yang berbeda (dalam tahap analisis dan evaluasi kebutuhan). Data kuesioner dianalisis secara kuantitatif. Penelitian ini dilakukan dengan mengikuti rancangan penelitian Borg and Gall (2003) yang dikombinasikan dengan disain model Jolly dan Bollitho (1998) dengan beberapa modifikasi. Berdasarkan hasil analisis kebutuhan, semua siswa membutuhkan bahan bacaan bahasa Inggris yang didasarkan pada latar belakang studi mereka. Setiap unit bahan bacaan bahasa Inggris yang dikembangkan terdiri dari 15 tugas dan

fokus pada bangunan kosa kata, jenis teks, dan tata bahasa. Setelah diujicoba dan dievaluasi, bahan tersebut disetujui untuk memenuhi kriteria bahan yang baik. Hasil analisis kuantitatif dari kuesioner evaluasi menunjukkan bahwa mean tertinggi adalah 3,47 dan terendah adalah 2,89. Berdasarkan kategorisasi menggunakan mean ideal (Mi) dan standar ideal deviasi (SDi), 21 dari 30 pernyataan tentang materi tersebut termasuk dalam kategori "bagus" dan sembilan pernyataan termasuk kategori "sangat bagus". Dengan demikian, dapat disimpulkan bahwa bahan bacaan bahasa Inggris yang dikembangkan untuk siswa Madrasah Aliyah sudah sesuai dan sesuai dengan siswa Madrasah Aliyah.

INTRODUCTION

Madrasah Aliyah is an educational institution which emphasizes Islamic content as its fundamental study. This feature makes it different from senior high schools and particular vocational schools. Ideally, the English materials in Madrasah Aliyah should be based on Islamic background. Unfortunately, many parties do not realize that. They believe that English materials for Senior High Schools are also suitable for students of Madrasah Aliyah. In fact, this is a false belief. This belief leads English teachers to use English materials which are not suitable with their learners' background. Take an example, Madrasah Aliyah Negeri Yogyakarta II students, whose backgrounds are Islamic study, still use "*Look Ahead*" which is categorized into a general English book.

The use of irrelevant English books is a problem in the implementation of school based curriculum and it is caused by two factors; the lack of relevant English books sold in the market and the inability of English teachers to design such kind of materials. Firstly, Most of English course books which are sold in the market do not provide any materials which are related to Madrasah Aliyah students' background. Most of the topics in those books are general topics and there are no topics which have direct relationship to their background study. Secondly, designing and developing a unit design of materials relevant to the learners is not easy. It takes time and requires special skills for teachers to design and develop such a unit design. When the teachers have no ability to do so, they tend to use available materials which are sold in the market, although the materials are not relevant to their learners' background.

The use of irrelevant English books causes bad effect on the English learners. Some of them are less motivated to learn English and have limited number of technical vocabularies related to their major. Take an example of students of Madrasah Aliyah Negeri Yogyakarta II. They have difficulties in communicating their background study in English because most of their language inputs, especially topic selection, do not support their background study as students of Madrasah Aliyah. As a result, they are less motivated to learn English. English course books which they use are the same as Senior High School's books. The content materials do not seem to be identical to the learners' background, so the learning process does not make sense for them.

Therefore, to encourage and maintain students' motivation, the teacher should show direct relationship between English and the students' major. By knowing the

relationship between English language and their major, the students can raise their motivation in learning English. One of several ways to show the direct relationship between English and their major is using materials which are related to their major or background study. By getting such materials, students will have motivation to learn English because they have already seen that English they learn is not useless but it has a great relationship with their major. When the relevant materials are implemented, they will realize that English can help them learn their major.

In accordance with those issues, actually there are so many resources about Islamic study. The fast growing technology enables people to access any information they need including Islamic science. They just need to type the Islamic keyword on the key board and the computer system which is connected to the internet and World Wide Web (WWW) will project the result on the screen. However, it can not be denied that most of the language used in such study still use complex English. In addition, the sources of Islamic studies are from the Qur'an and Hadeeth. Unfortunately, some translations of Qur'an and Hadeeth still use old or classic English such as the Qur'an translated by Yusuf Ali and Sahih Muslim translated by Abdul Hamid Siddiqi. Both translations still use pronoun "thee", "thou", and "thine". Absolutely both complex and old English are not suitable for language teaching materials for students of Madrasah Aliyah because the materials will be very difficult for them. Thus, there should be a modification to the language in the translations in order to adjust with the learners' proficiency level.

Drawing on several problems above, the current study was undertaken to develop suitable English reading materials for Madrasah Aliyah students. A set of procedures have already been conducted by using the following research questions.

RQ1   : What are the steps of developing English reading materials for students of Madrasah Aliyah?

RQ2   : How do the English reading materials for Madrasah Aliyah look like?

METHOD

As the goal of this study is to develop an educational product of English reading materials, this research study is classified into Research and Development category. In this research, there were two groups of respondents and one expert on materials development. The first group respondents were students of Madrasah Aliyah Negeri Yogyakarta II grade X. The class that became the subject of this research was class X D. The class was chosen by the English teacher. In addition, this research also involved English tutors and English education students as the second group respondents.

In order to develop English reading materials for students of Madrasah Aliyah, there are two important points to be considered. They are obtaining the learners' needs and evaluating the developed materials. The data from those points was collected through questionnaires.

There were two different questionnaires applied in this research. The first questionnaire was distributed to find out students' needs on English reading materials. The result of this questionnaire was used at the next stage of this research. While the second questionnaire was distributed to obtain data from the expert, students, and English teachers about their opinions related to the developed

materials which were used as the basis for material evaluation. Because the second questionnaire was distributed to three types of respondents, there were three forms of questionnaire in evaluation phase.

The data of the research was collected in two separated times. The first one was collecting the data of the learners' profiles and their needs in learning English reading. It was done at the early stage of the research through the first questionnaire which was distributed to the students of Madrasah Aliyah.

The second one was collecting the data about the evaluation of the developed materials which was done during and after the try outs of the materials. The data was obtained by consulting the designed materials to an expert on materials development, noting down the field notes of the teaching and learning process during the try-outs of the materials, distributing the second questionnaire to the students, the English teachers, and teacher-training students.

As the purpose of the first questionnaire was to discover the learners' profiles and their needs of English learning materials, the researcher analyzed the first questionnaire by percentage. Here, the frequency was divided by the total of the respondents, and then the result was multiplied by 100% (Sudjana, 2001: 129). The formula is as follows.

$$Percentage\ (\%) = \frac{f}{N}(100)$$

Where: P : Percentage
$\quad\quad\quad f$: frequency
$\quad\quad\quad N$: Total of Respondents
$\quad\quad\quad 100\%$: Fixed Number

For the second questionnaire, the researcher used descriptive statistics in analyzing the data obtained. The data was about the appropriateness of the learning materials attained from expert's evaluation, students' opinion and also English teachers' evaluation. To obtain the data, the researcher used a likert scale with "force choice method" by removing the neutral option. Each response to the statements was scored. The scores are four for strongly agree, three for agree, two for disagree, and one for strongly disagree.

To analyze the statistic data obtained from the second questionnaire, the researcher used Central Tendency Measures that consist of mean, median, and mode. It was used to talk about central point in the scores distribution of the data and variability (standard deviation) to measure whether the data was homogeneous or not (Hatch and Farhady, 1982: 54). Ideal mean (Mi) and ideal standard deviation (SDi) were also used to converse the data (Sudijono, 2003: 339). After being analyzed, the data was then categorized into five grades. They are very poor, poor, fair, good, and very good. This categorization followed Sudijono's quantitative data conversion as shown in the following table.

Table 1. Quantitative Data Conversion Adapted from Sudijono (2003: 339)

No.	Score Range Formula	Score Range	Category
1.	$\overline{X} > $ Mi + 1.5 SDi	$\overline{X} > 3$.25	Very Good
2.	Mi + 0.5 SDi < $\overline{X} \leq$ Mi + 1.5 SDi	2.75 < $\overline{X} \leq 3$.25	Good

3.	Mi - 0.5 SDi $< \overline{X} \leq$ Mi + 0.5 SDi	$2.25 < \overline{X} \leq 2.75$	Fair
4.	Mi - 1.5 SDi $< \overline{X} \leq$ Mi - 0.5 SDi	$1.75 < \overline{X} \leq 2.25$	Poor
5.	$\overline{X} \leq$ Mi - 1.5 SDi	$\overline{X} \leq 1.75$	Very Poor

Where:

$\overline{X}$ = the average mean
Mi   = the ideal mean
SDi   = the standard deviation

As this research study is categorized into Research and Development, the research procedure followed the R and D cycle proposed by Borg and Gall (1983:775). Due to the limitation of time and budget, some cycles of Borg and Gall's design were eliminated. This research only applied the first, third, sixth, ninth, and tenth cycles of Borg and Ghall's design. In addition, since Borg and Ghalls' design is not contextual to language teaching and learning context, it was combined with Jolly's and Bollitho's Material Design (Tomlinson, 1999: 95) with several modifications on them.

The modification research procedures of Borg and Ghall's design and Jolly's and Bollitho's design that was applied in this study was explained briefly as follows.

The first step is conducting need analysis. In this stage, the researcher conducted a need analysis to the students in order to obtain the data which is related to the learners' characteristics, their needs, learning needs, etc.

The second one is developing course grid. At this stage the researcher designed the grid or the selection of reading materials. The researcher reviewed the Competency- based Curriculum of English subject specifically in reading skill section. He then described the content of the curriculum which was used as the basis of developing the materials. Besides that, the researcher also reviewed other Islamic study subjects' curriculum to decide what topics were in the reading materials. The themes were based on the themes which were taught in several religion subject contents such as *Aqidah Akhlaq*, *Fiqhi*, *Al Qur'an* and *Hadist*, Islam History, and so on. In addition, the themes were matched with basic competencies of reading skill in English curriculum.

The third one is organizing or writing the materials/ contextual and pedagogical realization. At this stage, the selected materials were organized or formatted in a shape based on the course grid that had been developed. Then the products of this stage then were called the first draft. The next step is judging the designed materials by using expert judgment. After the first draft of the materials was designed, Expert Judgment method was employed to estimate the criterion required in designing acceptable reading materials before trying out the materials to the students. It involved consultation with the expert who is knowledgeable about materials development and reading theories. The designed materials which were approved by the expert then were called the second draft.

The fifth step is trying out the second draft. Here, the second draft of designed materials which had been approved by expert judgment was tried out in the classroom in order to obtain the information and the feedback which were used for revising the second draft. The sixth step is evaluating the materials. In this step, the

obtained information from the feedback during tryouts and the respondents' opinions to the materials through questionnaires was analyzed to identify the deficiencies of the materials and how they were overcome. The last step is writing the final draft. After the second draft of designed materials was revised and implemented in the try out, the data analysis showed that the unit design had been qualified as the final product of this research study. The final unit design was applied in the writing of the rest of the unit design which had not yet been tried out.

RESULT

This section presents the results of the research which was conducted from February 22nd, 2012 to May 30th, 2012. Following the research procedures, the results cover the needs analysis, developing course grid, the process of designing and writing the materials, expert judgment, the tried out of the designed materials, respondents' opinions on the designed materials, suggestions on the designed materials, the revision, and the description of the final product of designed materials. Those will be described, analyzed, and discussed as follows.

1. The Result of the Need Analysis

To determine the learners' needs and preference on designed materials, the researcher used the six components of task proposed by Nunan (2004:41) and target needs proposed by Hutchinson and Waters (2006: 54-55). These six components and target needs were formed into twelve questions in the first questionnaire. The descriptions of the needs analysis result can be seen in the following descriptions.

The first three questions are students' perception on teaching of reading in their classroom, the relevance of the materials toward their background study, and their needs of English reading materials related to Islamic study. From the table above, it can be seen that 49. 5% students thought that the teaching of reading in their classroom was interesting, and 56. 1% students thought that the teaching of reading in their classroom was fair or it was neither interesting nor boring.

For the second question, it is about the relevance of the materials toward their study. It was obtained that no student thought that the materials strongly support their background study, 28 students thought that so far, the English materials they study have already supported their background study, and 5 students thought that the materials give less support to their background study. It means that most of them thought that the materials they got supported their background study because students of Madrasah Aliyah also learnt common subjects like what were taught in senior high school. However, referring back to their response, no body chose "a" (strongly support). It means that possibly, this option 'a' will reach many respondents if the materials are related to Islamic context. This opinion is supported by the result of the question number three. It was obtained that all of the students needed English reading materials which were related to Islamic context. In detail, thirty students considered such a kind of materials very important, and three students considered them important. Thus, this study is feasible to be conducted in this premise.

For the question number four, it is about how the students want to carry out the task. Based on the table above, it was obtained that in rank, most of the students wanted to finish the task by working in group, alone, and in pairs. For the next

question, it is about students' opinion of learning activities in the classroom. It was obtained that in rank, 24 students preferred reading and translation activity, 20 students liked discussion, 13 students liked reading and then answering the questions, 12 students liked matching activities, 10 students liked crossword puzzle, 8 students liked arranging jumbled paragraph, and 7 students liked arranging jumbled sentence.

The question number six is about learners' difficulties in learning. Based on the table above, it was obtained that 25 students found reading difficult because they had few vocabularies, 14 students had difficulties in pronouncing the words, 14 students had difficulties in grammar, and only 5 students found reading difficult because of the topic being read. For the next question, it is about learners' strategies to cope with problem they encountered during the reading class. It was obtained that 23 students opened their books, dictionaries, or any other resources to find out the answer, 23 students also asked their teacher to solve the problem, and 22 students asked their friends to solve their problem.

The question number eight is about teachers' roles in the classroom. Based on the table above, it was obtained that in rank, 28 students wished their teacher walked around the class while helping students needing a help, 24 students wished the teacher guided the students to translate the text, 8 students expected the teacher to read the whole text before explaining the text to the students, and only 4 students wanted the teacher to walk around the class to supervise their works.

The questions number nine and ten are about learning aids in a text. It was obtained that for the question number nine, all of the students agreed that pictures in a text helped them to comprehend the text. For the next question, it is about the learners' preference on the Arabic version on the translation of a verse or hadist in a text. It was obtained that 28 students agreed that the Arabic version of the translation of verses and hadist should be provided in the text, and only 6 students thought that it was necessary to provide the Arabic version of such translations.

For the questions number eleven and twelve, they are about learners' preferences on the length and the topics of the texts. For the former question, it was obtained that in rank, 15 students liked 251- 350 words in length, 7 students liked >450 words in length, 6 students liked <250 words in length, and only 4 students liked 351- 450 words in length. For the question number twelve, it was obtained that most of the students liked prophets' story, worship, moral values, fiqh (Islamic Jurisprudence), Islamic history, six articles of faith, and five pillars of Islam.

2. Developing Course Grid

The guideline of teaching English subject at Madrasah Aliyah has already been in the curriculum. In a curriculum, there is a syllabus which is used by the teacher as a grid to teach English in their class. In the syllabus, there are Standard Competence and Basic Competency (SK/KD) which are used to implement the English teaching and learning in the classroom. In Madrasah Aliyah, each grade has different Standard Competence. At grade X semester I, there are two Standard Competences of reading. They are: 1) comprehending the meaning of short functional texts in daily life contexts to access knowledge, and 2) comprehending the

meaning of essays in the form of recount, narrative, and procedure in daily life contexts to access knowledge".

However, in this study the researcher only developed the second standard competence of reading because both Madrasah Aliyah and Senior High school share the same contexts of short functional texts contained in the first standard competence of reading. While the second standard competence of reading which is aimed to read various English text types is different in context between Madrasah Aliyah and Senior High School. In addition, the second standard competence can possibly be matched with Islamic contents because there are many English texts related to Islamic areas that can be developed based on English text types taught in Madrasah Aliyah.

From the second standard competence of reading, the researcher then developed three basic competences. They are a) responding the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts to access knowledge in the form of recount b) responding the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts to access knowledge in the form of narrative c) responding the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts to access knowledge in the form of procedure. Therefore, the researcher decided to develop the materials into three units based on those three basic competences. Here is the brief explanation of the course grid of the designed materials.

The first basic competence is responding the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts to access knowledge in the form of recount text. It becomes the first unit. It is intended for students to be able to respond the meaning in recount text and identify the generic structure and linguistic features of recount text in their daily life context to develop their knowledge. This unit consists of fifteen tasks which are divided into three focuses. The first is vocabulary focus, the second one is text type focus, and the last one is grammar focus.

The second basic competence is *responding the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts to access knowledge in the form of narrative text*. It becomes the second unit. It is intended for students to be able to respond the meaning in narrative text and identify the generic structure and linguistic features of narrative text in their daily life context to develop their knowledge. Similar to the first unit, this unit also consists of fifteen tasks which are divided into three focuses. The first is vocabulary focus, the second one is text type focus, and the last one is grammar focus.

The third basic competence is *responding the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts to access knowledge in the form of procedure text*. It becomes the third unit. The aim of this unit is to make the students to be able to respond the meaning in procedure text and identify the generic structure and linguistic features of procedure text in their daily life context to develop their knowledge. This unit also consists of fifteen tasks which are bounded into three focuses. The first is vocabulary focus, the second one is text type focus, and the last one is grammar focus. Here is the general outline of the designed units.

3. Material Design

In designing the English reading materials for students of Madrasah Aliyah, the researcher referred to task types which were proposed by Ellis (1991: 232), and Pattison (1987 in Nunan, 2004: 57- 58); and patchwork sequence of ESA that was proposed by Harmer (1998: 30). According to the result of needs analysis that has been described previously, the designed materials consist of three units. Each unit consists of 15 tasks.

Each unit is designed based on three focuses. They focus on vocabulary, text type, and grammar. All of them are integrated each other by using two input texts. The first input text focuses on vocabulary development; the second input text focuses on text type understanding, while the last focus, grammar focus, covers all of grammar points covered in both aforementioned input texts.

4. Expert Judgment

After being designed, the three units then became the first draft. Before they were tried-out to the students of Madrasah Aliyah, they had to meet the qualifications of good materials from the expert judgment. In this matter, the expert judgment was one of the English lecturers in Yogyakarta State University. He was eligible for being an expert on material development.

The expert judgment took thrice consultations. In three-time consultations, there were several parts which still needed to be revised. The suggestions covered the linguistic problems, forms of instructions, effectiveness of the designed activities, and input texts. After following all of the suggestions from the expert, then the materials were approved and ready to be tried-out to the learners. To make sure that the developed materials were ready to be tried statistically, then a form of questionnaire was administered to the expert.

Based on the data obtained from the questionnaire, it was concluded that the developed materials were ready to be tried-out. This can be seen from the result of the questionnaire that was administered to the expert. There were four aspects being evaluated. They were content aspect, language aspect, presentation aspect, and graphic aspect. Here are the results of each aspect based on statistical data obtained from the expert judgment.

Table 2. Statistical Data Analysis of Expert Judgment

		Content	Language	Presentation	Graphic
N	Valid	12	6	7	9
	Missing	0	0	0	0
Mean		3.33	3.33	3.43	3.89
Median		3.00	3.00	3.00	4.00
Mode		3	3	3	4
Std. Deviation		.492	.516	.535	.333

As Table 2 shows, the average mean of content aspect was 3.33. Comparing to the quantitative data conversion in chapter III, if $\bar{X} > 3.25$, it means that the aspects being evaluated are categorized as very good. Thus, the content aspect was categorized as very good. In terms of language aspect, the average mean obtained

was 3.33. It means that language aspect was also categorized into very good category. 3.43 was the average mean of presentation aspect. It was also categorized into very good category. And the last one, graphic, it was also categorized into very good category for the average mean value of 3.89. It was obvious that the developed reading materials were definitely ready to be tried out to the students.

5. Tried out of the Materials

The designed materials that have been developed would be tried out. In this section, the researcher will describe the try-out process that had been done. After analyzing the developed materials, the English teacher, who was responsible teaching English in MAN II Yogyakarta, allowed the researcher to try-out the materials. The researcher was only given two meetings to try-out the developed materials. This was of course feasible to try-out one unit of the developed materials because every unit was designed for two meetings. The teacher did not give more time to the researcher because the teacher had many materials that should be covered by the students in this semester. In addition, there were only three weeks left for the students to cope all of the English materials provided by the English teacher before the final examination of this semester. Thus there was no more time for the researcher to try out all of the units designed in this study.

The try- out was held on April 30th, 2012 and May 2nd, 2012. Because the teacher did not want to hold the try out by himself, the researcher acted as the English teacher in the try out sessions. To conduct the try-out, the researcher was assisted by a partner. The unit being tried out was Unit II with topic Our Beloved Parents. This unit was chosen by the English teacher himself because the text type contained in this unit could be enrichment for the students in this semester. In addition, the English teacher also had not yet taught this text type in detail.

As mentioned in the previous section, there are fifteen tasks in this unit. It was supposed to try-out all tasks in this unit. However, due to several problems, there were only ten tasks that could be tried-out effectively, and there was no time left to try-out the rest of the tasks.

There were two important comments that the researcher noted during the try-out. They were from the English teacher and the students. According to the English teacher, overall the try-out process was good. However, he suggested the researcher to ask the students one by one based on the place where they sit to read and translate the text per-sentence. He realized that this suggestion would take more time, but it would be more effective rather than just asking the students to read per-paragraph. This suggestion then was applied by the researcher in the second meeting as the English teacher suggested.

The researcher got the second comment from the students. It was in the second meeting. Several students complained to the researcher because he usually gave explanation and read the text fast. This was true because the researcher was rushed by the time. As explained in the vignette of the second meeting, the time allocation for this meeting was not enough for two- hour subject because of the misunderstanding of the time schedule by the teacher who taught before the English subject. There were fifteen minutes left when the researcher and his partner entered the class. By explaining fast, the researcher expected to be able to try-out as many

tasks as possible. Instead of trying out the rest of the tasks, he only could try-out four tasks in the second meeting.

6. The Result of the Evaluation

There are six aspects that were evaluated in this research. They were goal, input text, material impact, task, instruction, and lay out. These six aspects were distributed to the two groups in this research in the forms of statements. Not all of the statements were equally distributed to both groups. The statements related to curriculum were deleted from the questionnaire distributed to the students because it was impossible for learners to respond such kind of statements. While the statements related to materials impacts to the learners were deleted from the questionnaire provided for teachers because those statements were based on empirical evaluation.

After getting the data of the respondents' responses to the questionnaires distributed, the researcher evaluated them by using SPSS 16 to find out the mean, median, and mode of the respondents' agreement toward each statement in the questionnaires. The result of the questionnaire distributed to the first group respondents was the main data, while the data obtained from the questionnaire for the second respondent group as well as interview transcript were used to support the data obtained from the first group of respondents.

In term of goal, there were four statements that were used to support the data above. The first statement was that the tried-out materials were suitable with learners' background study as students of Madrasah Aliyah. The result of the analysis showed that the mean value of this statement was 3.24. This mean value was categorized as good because the mean was ≤3.25.

The second statement was that the tried-out materials were suitable with students' English level. The mean value of this statement was 2.88. Although it was not as high as the previous statement's mean, it was also considered as good because the mean value fell between 2.75 and 3.25.

The next one was that the tried-out materials were challenging. The mean value of this statement was 2.97. It was categorized as good also. The last statement was that the tried-out materials met the learners' need. The mean value obtained was 2.85. It was categorized as good.

The next aspect was materials impact. There were five statements related to this aspect. These statements were used to support the data displayed in table above especially for item number 11, 12, 13, 14, 15, and 30 which were related to material input. The result of the analysis showed that the tried-out materials motivated the learners to learn. This can be seen from the mean value of the statement. It was 3.06 which was categorized into a good category.

The materials also could improve students' English vocabularies. This can be seen from mean value obtained from the questionnaire. It was 3.26 which was categorized as very good.

Besides that, the materials also could improve students' pronunciation accuracy, vocabularies, and grammar. These can be seen from the mean values obtained by each statement. It was obtained 2.91 for pronunciation accuracy, 3.18 for

vocabularies, and 3.15 for grammar. All of them were categorized into good categories because the mean value of each statement was between 2.75 and 3.25.

The next aspect was task. There were four statements related to task. These statements were used to support the data displayed in table above especially for item number 16, 17, 18, 19, and 20 which were related to task variability and sequence. The first statement was that the tried-out materials contain various activities. Being analyzed, the mean value of this statement was 2.88. Among all statements, this was the lowest mean value. Although this was the lowest one, this was still categorized into good category because it was still above 2.75 (the minimal range of good category).

The next statement was that the activities in the materials tried-out gave the learners chance to learn more than one language skill. The mean value obtained was 3.06. Thus, this belonged in good category.

Besides giving the learners chance to learn more than one language skill, the materials were also designed based on from the easiest one to the most difficult one. This was proved by the mean value of the statement with 3.09. This was categorized into a good category.

The last statement in term of task was that the materials contained new vocabularies for the learners. This was seen in the mean value of the statement. It was 3.26 which was categorized as very good.

The fourth aspect being evaluated in this section was instruction. There were two statements that were used to support the finding of the first group questionnaire especially for item number 21 and 22. For the former statement, it was agreed that the activities in the designed materials were provided with clear instructions. It was proved by the mean value obtained. It was obtained 2.88 which was categorized as good.

The later statement was that the instructions given were provided with clear examples. It was also agreed with the mean value 2.94. This mean value was categorized into a good category.

The last aspect being evaluated in this section was lay-out. There were three statements that were used to support the data obtained from the first group respondent in term of the lay-out especially for item number 23,24,25,26,27,28, and 29. It was obtained that the use of font size and its color could be read clearly with the mean value 3.21. This mean value was categorized into a good category.

The next statement was that the use of layout and background in the tried-out materials did not bother the learners when they read or did other tasks. It was obtained that the mean value of this statement was 3.09 which belonged to a good category.

At last, it was also approved that in general, the lay-out of the tried out materials was interesting. This can be seen from the mean value of this statement. It was 2.97 which was also categorized as good.

7. Respondents' Opinion on the Designed Materials

To evaluate the designed materials, the researcher also distributed open ended questions in part C of the second questionnaires. All respondents agreed that the

designed materials are good. It can be seen from the respondents' comments on the designed materials as follows.

a. The designed materials are suitable with SK-KD of grade X semester I in reading.

b. The designed materials are good enough and already suitable with the curriculum.

c. The level of the designed materials is suitable with students of Madrasah Aliyah and the tasks are suitable with the goals of teaching and learning mentioned in the course grid.

d. The gradation of the difficulties in each task is quite good. Overall, the materials are good enough to be given to the students.

e. The materials are suitable with SK and KD and also easy to be used by teachers in the classroom

f. The designed materials are suitable with the course grid and the instructions in each task are clear.

g. Overall, the materials are good, but there are several parts which some illustrations can be inserted into.

8. **Respondents' Suggestion to the Designed Materials and the Revision**

Although the materials are said to be suitable and appropriate to the students, there were several suggestion from the respondents. Here are the respondents' suggestions toward the designed materials.

a. The pictures in the materials were poor because there were only in the first page only. The materials need more relevant pictures inserted in other tasks.

b. The margin of the lay-out is too close from the edge of the paper. In addition, it is also not proportionally designed between one task and another task. Thus, it would be better to relay-out the materials especially their margins.

c. It would be better if there is a vocabulary list in every unit or at the end of the materials because the designed materials are reading materials.

d. It is not enough to finish 15 tasks in two meetings only. It needs more time to reach the goals of the designed materials well.

e. Add more text types because there were only three text types.

f. The materials are lack of productive skills i.e. speaking and writing. It would be better if the materials are integrated with more productive skills especially writing skill.

The data obtained from such evaluations then were analyzed. Considering respondents' opinion on the developed and tried-out materials that have been mentioned under previous section, the researcher revised the designed materials as shown in the table below.

Table 2. Points of Final Revision of the Second Draft

No	Suggestion	Revision
1	Adding relevant pictures in the designed materials because the materials were lack of pictures	Adding pictures in every heading of task focus and inserting relevant pictures in every text.

No	Suggestion	Revision
2	The margin is not well designed.	Relay-outing the margin of the materials
3	Adding a vocabulary list or a mini dictionary	Adding a mini dictionary at the end of the designed materials
4	In term of course grid, the time allocations provided were not enough for 15 tasks in each unit.	Revising the time allocations by prolonging them from 4x45 minutes into 6x45 minutes for each unit.

Such suggestions were followed up by the researcher because the suggestions sounded good and were feasible to apply in this research without interfering other parts of the developed materials. The researcher did not follow up the suggestion number five and six because at first this research only developed English text type in the first semester grade X and in the designed materials there have been 15 tasks. If the researcher adds more tasks, there will be many tasks and the teaching and learning process could not be delivered in three meetings. Thus both suggestions will be used as research suggestion in the next chapter. After revising the second draft of the materials based on respondents' suggestion above, then the materials were approved to be the final draft of the developed materials in this study.

9. The Specification of the Developed Materials

The developed English reading materials consist of three units. Each unit has fifteen tasks and is designed based on three focuses. They focus on vocabulary, text type, and grammar. All of them are integrated each other by using two input texts. The first input text focuses on vocabulary development; the second input text focuses on text type understanding, while the last focus, grammar focus, covers all of grammar points covered in both aforementioned input texts.

All of the tasks designed in these materials followed Patchwork Sequence of ESA proposed by Harmer (2003). Before coming to the first task, the students are introduced with an introductory paragraph related to text type they will deal with. A series of pictures which depict the theme of the text accompany the introductory paragraph. This introductory paragraph stimulates the students to be aware of the text which will come later. It raises students' curiosity toward the text that will be studied.

Task one is a pre- reading task. It is to prepare the students to read the up-coming text in task two. Task two is a main reading task. In this task, students are asked to read a text and also rearranged the jumbled words spread in the text.

Task three is an information gap activity. In task three, the students are to exchange information in term of difficult vocabularies they find in the text.

Task four is reading comprehension check task. It is a follow up activity from task two. This task is to check the students' comprehension on the text they have read in task two. Task five is a pronunciation task. The pronunciation is on word level. The words are taken from the text in task two.

Task six is a follow up activity from task five. It is a matching task. Students are asked to match between the words and their definition. While in task seven, the students are asked to supply the missing gap with appropriate words provided in

the box. The aim of this task is to enable the learners to use the new vocabularies in the new context. While in task eight, it is a follow up activity from task seven. It is a free guided activity. Students are asked to devise five different sentences by using five of ten words provided in the box.

For task nine, it is a study task. The students are asked to study a short explanation about text type they encounter in every unit. The explanation covers the definition of recount text, its generic structures, and its' linguistic features.

After studying the explanation about text type, the students are asked to do the next task. It is task ten. This task requires the students to read the second text. The aim of this task is to train the students to make inferences.

The next task is task eleven. The aim of this task is to check students' understanding on the concept of text type that has been studied in task nine. There are four instructions that the students must do in groups of four. Generally, the instructions ask the students to identify the generic structure and linguistic features of a text type in task eleven.

After dealing with text type task, then the students are asked to answer the reading comprehension questions in task twelve. The questions require the students to respond the questions based on the text in task ten.

For tasks thirteen and fourteen, they are tasks related to grammar focus. The grammar points are taken from the texts in task two and task ten based on the frequency of happening in both texts. In task thirteen, the students are asked to study grammar explanation, while task fourteen is a follow up activity from task thirteen. It is to check students' comprehension on the grammar explanation that the students have just studied.

Task fifteen is a game task. The students are asked to do the word search game. They have to find ten hidden words in the box. At the end of each unit, there is a table of reflection. This table is to encourage the students to reflect on how well they have gone through in a certain unit. A mini dictionary is also provided at the back of three unit materials to help the learner in finding out the difficult vocabularies in three developed units.

DISCUSSION

The research findings have been presented in the previous part. This part presents the discussion of the findings of the research presented before. According to the observation that was done in the early stage of this research study, it was found that students of Madrasah Aliyah needed English reading materials which focused on vocabularies, pronunciation, grammar, and text types. In addition, the developed English reading materials should be based on their background study. It is caused by the condition of the English teaching and learning process which did not have any appropriate English learning materials for students. Therefore, the design units, English reading materials, were based on the result of the needs analysis obtained from the first questionnaire as well as interview and based on the curriculum used in Madrasah Aliyah.

The needs analysis was conducted to gather the information from the learners and the teacher in terms of learners' profile (Graves, 2000: 103), goal (Nunan, 2004: 41), setting (Graves, 2000: 103), procedure (Nunan, 2004: 52), learners' lacks

(Hutchinson and Waters, 1987: 62), learners' roles (Nunan, 2004: 14), teacher's roles (Spratt, 2005: 145), and input (Nunan, 2004:47; Graves, 2000: 103; Hutchinson and Water, 2006:63). The data obtained from the need analysis then were used as the basis of designing the units in forms of English reading materials for students of Madrasah Aliyah. Due to the fact that the students needed to learn English not only to fulfill the SK/KD but also to support their background study – Madrasah Aliyah, the principles of ESP (Hutchinson and Waters, 2006; Richards, 2001) and material development (Jolly and Bollitho, 1998) were applied to design the materials that were appropriate to the students' needs.

To develop the reading materials which were appropriate to the students of marasah aliyah, the researcher used the research result conducted by Rosemary (2008) and Mumpuni (2010), the goals of teaching Islam in Madrasah Aliyah, and the curriculum of Madrasah Aliyah as guide lines.

There are three basic competences that were further developed in three units. Every unit consists of 15 tasks. All tasks in every unit are the same. They are divided into three focuses; vocabulary, text type, and grammar. The difference lies on the input texts given in every unit. These tasks were graded by using Procedural Factors proposed by Nunan (2004: 122) and sequenced by using ESA Patchwork Sequence proposed by Harmer (1998:25-30). The variety of the tasks in the developed materials is based on task typology proposed by Pattison (1987 in Nunan, 2004: 57) and reading skill typology proposed by Grellet (1981 in Nunan, 2004: 61).

The developed English reading materials used six texts which were spread into three units; two texts for unit one, two texts for unit two, and two texts also for unit three. The texts in unit two are classified into aesthetic reading, while the texts in unit one and three are classified into efferent reading (Rosenblat in Tompkins and Hokisson, 1995: 198-199). When the students deal with these texts, they will elaborate between top-down and bottom up processing or undergo interactive reading processing (Nuttal in Brown, 2001: 299). However, from the point of reading performance in the classroom, they are classified into silent reading (Brown, 2001: 312-13).

The developed English reading materials met one of three roles of materials pointed by Rihard and Rogers in Nunan (1991: 213). The role is focusing on understandable, relevant, and interesting exchanges of information, rather than presentation of grammatical form.

The first draft of the developed materials then was consulted to the expert of material development. To avoid the subjective judgment, then a form of questionnaire based on Badan Standard Nasional Pendidikan abbreviated into BSNP was administered to the expert. There were 34 statements evaluated under four aspects. It was obtained that most of the aspects were very good and ready to be tried out. To support the expert judgment on the developed materials, a form of questionnaires was also administered to the second group of respondents who were English teachers, English tutors, and English education students by using five aspects of evaluation. This evaluation was classified as pre-use evaluation (Tomlinson and Masuhara, 2001: 3).

A pre-use evaluation was not enough. It needed a support from empirical data obtained from while-use evaluation (Tomlinson and Masuhara, 2001: 4). To hold a

while- use evaluation, a try out- out of developed materials to the students was conducted. During the try-out, two filed notes were noted by the researcher as evidences and support data for this research.

After conducting the try-out, a form of empirical evaluation questionnaire which consisted of eighteen statements was distributed to the students in order to measure the actual effect of the tried-out materials on the students. Five components of the developed materials were evaluated by using theories proposed by Nunan (2000), Tomlinson and Masuhara (2004), and McDonough (2003), and the designed materials were approved to be suitable for students of Madrasah Aliyah.

CONCLUSION

It is necessary to develop English reading materials which are suitable for students of Madrasah Aliyah. Based on the objectives of this study, this study aims at producing English reading materials for students of Madrasah Aliyah. By considering the objective of this study, the researcher made two conclusions. The conclusions are on the process in developing the materials and on the specification of the English reading materials which are suitable for students of Madrasah Aliyah.

Regarding the process in developing the materials, there were several phases the material writer should follow, i.e; conducting need analysis, developing material grid, organizing or writing the materials, judging the designed materials by using expert judgment, trying out the second draft, evaluating and revising the materials, and writing the final draft of the designed materials.

In terms of the specification, the designed English reading materials which are suitable with students of Madrasah Aliyah consist of three units. Each unit has fifteen tasks. Respective unit is designed based on three focuses. The focuses are on vocabulary, text type, and grammar. All of them are integrated each other by using two input texts. The former input text focuses on vocabulary development. Meanwhile, the latter input text focuses on text type understanding, while the last focus, grammar focus, covers all of grammar points covered in both aforementioned input texts. All of the designed tasks followed Patchwork Sequence of ESA. Before coming to the first task, the students are introduced with an introductory paragraph related to text type they will deal with. In addition, a series of pictures which depict the theme of the text accompany the introductory paragraph. This introductory paragraph stimulates the students to be aware of the text coming later. It raises students' curiosity toward the text that will be studied. The materials are also accompanied by a mini dictionary at the back of the materials to help learners finding difficult words quickly.

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