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Original Research Article

Developing Textbook by Using Reading Strategic Based Instruction Method for Shariah Economy Department

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ABSTRACT

This research aims at developing reading textbook for Shariah Economy students of the first year. The strategy applied on the textbook was RSBI (Reading Strategy Based Instruction). In this study, the researcher adapted some steps of research and development that was invented by Borg and Gall. The steps in this research covered need analysis, products development, expert validation, revision, try out, and revision. The final products of this study is reading material that is developed in form of textbook. The textbook consisted of eight units in which each unit applied different reading strategies, such as skimming, scanning, guesing, activating schemata, summarizing, higlighting, and semantic mapping. The activity in each unit is divided into three parts. They are vocabulary enrichment, reading passage, and reading comprehension. Vocabulary enrichment aims at activating their schemata related to the topic discussed in reading passage. Some reading exercises were provided in each passage which was in form of essay or true false questions. Another research in different major, skill, or research design is needed to substantiate the result of this study.

Keywords: textbook;RSBI; shariah economy.

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1. Introduction

In Indonesia, English is one of foreign languages that is learned in every level. Moreover, they start learn English from kindergarten level. English has different style and objective. On the kindergarten, learners will be introduced some English vocabularies that are commonly used on their daily life. Usually it can be called as English for young learner. Then on the secondary level, English is learned intensively and generally. Every student will learn English in general. However it becomes one of subjects in national examination. Then, it

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becomes additional course in tertiary level, and the topic is adjusted to their major. Some people revealed that it is English for specific purpose. So, every major has different topic to teach in tertiary level.

Whereas there are some English teachers in some universities still use general English as their syllabus. On need analysis process the researcher interviewed the lecturer who taught English, and some students of the first year in Sharia Economy major. The interview is carried out to gain data related to their need on an English textbook on the instruction especially for reading skill. Based on the result of interview, it is implied that they need reading text that discussed topics related to Sharia Economy. Since in reading instruction, they only discussed some passages of Economics in general. So, there was no differences between the syllabus of English in Economy and Sharia Economy major.

Because of that reason, the researcher aimed at developing reading textbook for Sharia Economy and trying to introduce and train some techniques that can help the learners in acquiring text information that is usually called by reading strategies. McNamara (2007) considers that RS refer to the different cognitive and behavior actions of readers used under the purpose of achieving comprehension in reading. Gebhard (2000) reveals that skipping word that they do not know, predicting meaning, guessing meaning of unfamiliar word from the context, looking for cognates, asking someone the meaning of certain word, having prior knowledge about the topic, correlating all information in the paragraph to comprehend unfamiliar words, rereading to check comprehension purposefully are strategies utilized by readers to comprehend the text. However, Brown (2007) states that readers may utilized some strategies in comprehending certain text. Lists of reading strategies which can be applied in reading instruction are identifying the purpose in reading, semantic mapping, silent reading, skimming, scanning, guessing, analyzing vocabulary, distinguishing between literal and implied meaning. Among those reading strategies above, some strategies included in the product are activating schemata, guessing, highlighting, summarizing, skipping unfamiliar word, skimming, and scanning.

In English instruction, actually some English learners had used some reading strategies in their daily instruction. Unfortunately they utilized them unconsciously. In this case, teacher has role to increase their awareness in using reading strategy. There are several ways or models that can be used to train the learners to utilize reading strategy consciously. These models share some similar steps to some extents. These general steps are raising strategic awareness,

modelling, practicing, and evaluating strategy use. The most popular one is SBI (Strategic Based Instruction).

In a typical SBI classroom strategy training situation, the teacher a) describes, models, and gives examples of potentially useful strategies, b) elicits additional examples from students based on their own learning experiences, c) leads small-group or whole-class discussions about strategies (e.g. reflecting on the rationale behind strategy use, planning an approach to a specific activity, and evaluating the effectiveness of chosen strategies), d) encourages students to experiment with a broad range of strategies, and e) integrates strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice (Cohen, 2000).

In this study, CALLA (Cognitive Academic Language Learning Approach) method was used to train the students in using reading strategy through the textbooks. The first step in strategy training in CALLA method is preparation. The following step is presentation. The third step of CALLA method is Practice. The next phase is evaluation. In evaluation phase, the last phase of this strategy training is expansion (Chamot & O' Malley, 1994).

There are some reasons why SBI is applied on the reading textbook developed. By giving strategy training, students can identify how to learn a second language, and at the same time students are able to: (a) improve both learning skills and their language skills when they are provided with the necessary tools to self diagnose their learning difficulties, (b) become more aware of what helps them learn the language that they are studying most efficiently, (c) experiment with both familiar and unfamiliar learning strategies for dealing with language tasks, (d) become actively involved in controlling their own learning by using strategies, (e) ideally transfer successful strategies to new language context (Chamot, 1998; Cohen, 2000).

Knowing the benefits of SBI, the researcher tried to implement SBI explicitly on the workbook. Tomlinson (1998) reveals that in developing English learning materials, we should follow some criteria as follows; (a) Learners must be ready to acquire the points being taught, (b) Materials should help learners to feel at ease, (c) Materials should help learners to develop confidence, relaxed and self confident learners learn faster, (d) Learners should perceive what is being taught as relevant and useful, (e) Materials should expose the learners to language in authentic use, (f) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose, and (g) Materials should take into account that the learners are different in learning styles and affective attitude.

Similar study was conducted by previous researchers. Harahap (2015) developed reading material for junior high school students. The final product of this study was the English reading materials in the form of textbook. The content of the book were islamic precious stories that is completed by reading technique, some excercises of reading skill and vocabulary in every chapter. The topics on the textbook are all about islamic stories.

Utami, Nitiasih, & Artini (2014) developed culture-based supplementary reading material for eighth grade students of Junior High School. The culture based reading material was developed as supplementary reading material in the form of booklet since it was only a prototype. The developed material consisted of four topics in Balinese culture, which was Balinese traditional clothes, Balinese food and drink, tourism places of Bali, and Balinese traditional dances. Those topics were chosen because they are close to students' life as Balinese child. In term of the content, the topics presented in the culture-based supplementary reading material for eighth grade students of junior high school were closely related to the students' culture and daily life. The language used in the developed product was easy to understand and appropriate with students' level of English. Moreover, the physical appearance of the developed material was designed to gain students' interest and support the texts and reading activities. In addition, the activities in the developed reading material were easy to understand and involved familiar topics for the students. It gave the students opportunity to discuss the activities with their friends by using English and encourage them to give opinion.

Jayanti (2015) developed reading materials for year X students of Computer Engineering and Networking department. The developed materials consist of three units and each of them follows the standard competence on KTSP curriculum. Unit 1 focuses on describing computer and peripheral products and their uses. The text type on unit 1 was descriptive text and the language focus is Simple Present Tense and the order of adjectives. Unit 2 concerns with memos about computer shop and service centre and menus on computer maintenance and service. The grammar focus is about imperative verbs on memos and degrees of comparison on menus. Unit 3 focuses on web applications and the technical terms related to computer engineering and networking. Each of the units consists of three parts: introduction (warm-up), main lesson (let's read) and reinforcement (let's review).

Based on the previous studies above, there were some reading materials that were developed by some resarchers, but there was no researcher who developed reading materials for Sharia Economy major. Also, there was no researcher who used SBI method as the approach

of the reading textbook. Due the those discussion above, the researchers aimed at developing reading textbooks based SBI for Shariah economy students.

2. Methods

In this study, the researcher adapted some steps of research and development that was invented by (Borg, Gall, & Gall, 2003). The steps in this research covered need analysis, products development, expert validation, revision, try out, and revision.

On need analysis process the researcher interviewed the lecturer who taught English I, and some students in Sharia Economy major who took the subject related to their need on reading textbook on the instruction. Based on the result of interview, it was implied that they needed reading text that discussed some topics that related to sharia economy. Since in reading instruction they only discussed some passages of Economics in general. The lecturer was getting difficulty to find texts that focused on Sharia Economy. Then the researcher developed the product by, firstly, looking for and accomplishing some reading texts that meet the criteria. The criteria of the text involving the topic discussed was about sharia economy, the passage consisted minimally 750 words, and the level of difficulty was moderate for tertiary level. Then the researcher inserted some reading strategies that were appropriate to each passage, and some reading questions and indicators were also prepared. Designing the layout were the next aspects that were carried so that the reading textbook attracted the readers.

Then the product was consulted to the expert that aimed at obtaining data whether the quality of the product was good or not. The expert criticized and suggested on the content and the lay out of the product. Next, the product was revised based on the expert suggestions. The product was consulted and revised several times untill the product is ready to be tried out.

On expert validation process, the researcher used validation sheet to gain quantitative and qualitative data. Quantitative data is gotten from the score which is stated in the validation sheet based on the quality of the product developed based on expert judgment. These score range in a scale from 1 (one) to 4 (four). While qualitative data is in form of suggestion, critics, comments, language corrections and notes made by the experts related to the quality of the product. Some of questions to ask in validation sheet cover whether the instruction is clear, whether the topic in each chapter correlates to Sharia Economy major, whether the size of the text is easy to read, whether the layout and display are attractive, and so on.

After consulting to the experts, the product, in this case reading textbook, was tried out. The teacher utilized the product in reading instruction, and the teacher guided the students to

apply the steps on the reading textbook. Then they were asked to comment and criticize the product based on students' perspective. Then the product was revised based on their suggestions and critics.

3. Findings and Discussion

The product developed was consulted to the expert several times. The product was evaluated based on some aspects. They are content appropriateness, presentation appropriateness, language appropriateness, and lay-out appropriateness. Then the Product was tried out on small scale that was followed by six students. Six students who enroll in try out phase are the presentative of high, intermediate, and low level. They were given questionnaire and asked to criticize the textbook. The following are some suggestions and critics given from the expert on validation phase, and some comments given by the user or students of Sharia Economy major. Table 3.1 describes suggestions and comments from the expert and user.

Table 3.1 Labor Regulations Subjects

Suggestions and Critics Given from the Expert	Suggestions and Critics Given from the User
<ul style="list-style-type: none"> • Visual aids or picture that deals with the topic is needed • The link of the source must be stated in the end of the passage • The component in each unit must be consistent • the instruction must be detail • There are some grammatical errors. Suc as singular and plural form, subject verb agreement • giving a box to the text to will make it clear 	<ul style="list-style-type: none"> • Providing glossarium will help the reader • It is better to enlarge the space of the passage, so it is easy to read • Groupwork or pairworkwill help the learner

After consulted to the expert and tried out to the learner, the reading textbook was revised. The specification of the final product was the activity in each unit is divided into three parts. They are vocabulary enrichment, reading passage, and reading comprehension.

Vocabulary enrichment aims at activating their schemata related to the topic discussed, and some vocabularies in reading text. As Nunan (2004) reveals that giving warming up activity is important in class instruction. The length of the passage was approximately more than 750 words. The whole units discussed topics of Sharia Economy major. Some reading exercises were provided in each passage in form of essay or true false questions. The bookmap of reading textbook can be described in the table 3.2.

Table 3.2 Bookmap of Reading Textbook Developed

Unit	Theme	Strategy	Language objectives	Strategy Training Objectives
1	Some Terminologies in islamic banking	Predicting strategy	Students can predict the content of the text well	Students can apply predicting strategies consciously
2	Islamic banking vs conventional banking	Skimming Scanning	Students can identify the main idea of each paragraph well	Students can apply skimming and scanning strategies consciously
3	Islamic Economic Principles	Skimming Scanning	Students can identify the main idea of each paragraph well	Students can apply skimming and scanning strategies consciously
4	Is dropship is permissible in Islam?	Activating schemata	Students can recall their prior knowledge related to the topic well	Students can apply activating prior knowledge strategies consciously
5	Types of contract in E-Commerce based on Islamic perspective	Predicting strategy	Students can predict the content of the text well	Students can apply predicting strategies consciously
6	<i>Usul al-Fiqh</i> as the methodology of Islamic economics	Guessing Strategy	Students can guess the meaning of some words or phrases based on the context	Students can apply guessing strategies consciously

Unit	Theme	Strategy	Language objectives	Strategy Training Objectives
7	Characteristics of producers	summarizing strategies	Students can summarize the gist of the passage well	Students can apply summarizing strategies consciously
8	The role of islam in poverty avveliation	Skimming and scanning	Students can identify the main idea of each paragraph well	Students can apply skimming and scanning strategies consciously

Every Product, of course, has some strenght and weaknesses. The weaknesses of this reading textbook are; (a) it only applied some reading strategies, so not all strategies were applied in this product, (b) it was focused for sharia major, so another students in different major cannot used this textbook, (c) it does not provide teacher guidebook . Whereas some strenghts of the product are ; (a) students obtain some passages that focused on Sharia Economy context in English, (b) they can identify reading strategies that were appropriate to certain case, and (c) they did not get difficulty to find reading passage of sharia economy context.

4. Conclusions

On need analysis process the researcher interviewed the lecturer who taught English I, and some students in Sharia Economy major who took the subject related to their need on reading textbook on the instruction. Based on the result of interview, it was implied that they needed reading text that discussed some topics that related to sharia economy. Since in reading instruction they only discussed some passages of Economics in general. The lecturer was getting difficulty to find texts that focused on Sharia Economy. That is why the researcher intended to develop reading textbook based strategy based instruction (SBI) for Shariah Economy students

After consulted to the some experts, there are some suggestions and critics given such as a) Visual aids or picture that deals with the topic is needed, b) the link of the source must be stated in the end of the passage, c) the component in each unit must be consistent, d) the instruction must be detail, e) there are some grammatical errors. Suc as singular and plural form, subject verb agreement, f) giving a box to the text to will make it clear.

However the users also give some suggestions related to the product a) providing glossarium will help the reader, b) it is better to enlarge the space of the passage, so it is easy to read, c) Groupwork or pairwork will help the learner. The final Products of this study is reading material that is developed in form of textbook. The textbook consisted of eight units in which each unit applied different reading strategies, such as skimming, scanning, guessing, activating schemata, summarizing, highlighting, and semantic mapping. The activity in each unit is divided into three parts. They are vocabulary enrichment, reading passage, and reading comprehension. Vocabulary enrichment aims at activating their schemata related to the topic discussed in reading passage. Some reading exercises were provided in each passage which was in form of essay or true false questions. Another research in different major, skill, or research design is needed to substantiate the result of this study.

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