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DEVELOPING ISLAMIC-BASED READING MATERIALS FOR THE TENTH GRADERS OF MA NURUL HUDA KASMARAN OF BABAT TOMAN

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Abstract

The purpose of this study was to find out the developing Islamic-based reading materials text were valid, practical, and potential effect of the Islamic-based reading materials text. Development research consisting of analysis, design, evaluation and revision was used in developing the product. To collect the data, questionnaires and a test were used. The data were analyzed by using average score for the questionnaires and percentage for the test. In evaluation phase, formative evaluation consisting of self-evaluation, experts review, one-to-one, small group, and field test was also used. There were two Islamic experts reviewing the product, three students involved in one-to-one evaluation, nine students involved in small group evaluation, and 20 students of a real class involved in field test. The developed product was valid based on the result of the expert review phase in terms of its content. One was expert of content and another one was expert of instructional design. The result of experts judgment showed that the product was valid with average score was 89,2 categorized in good validity. The product was practical with average score in one-to-one evaluation was 84,3 and in small group phase was 86.6. The effectiveness of the product could be seen from the average score of students' achievement in field test. The score was 92.8 meaning that score was higher than the criterion of minimal mastery (KKM) of English subject in MA Nurul Huda Kasmaran 75. Therefore, the product had potential effect categorized in good level.

Keywords: *development research, Islamic-based reading materials, genre-based text, reading skill.*

1. Introduction

English is one of the compulsory subjects that should be taught Islamic-based reading materials properly to students in Indonesia since in Junior High School up to Senior High School. Thus, elementary school students also learn English as a local content subject even it has been promoted at playgroup and kindergarten. Moreover, the students should master English well in order to communicate with English about developing Islamic-based reading material in global era.

In Indonesia, reading is an activity that the Indonesian high school students do in their English class. However, because students do not use English in their

daily life. They may face problems to comprehend the texts, such as; grammar, punctuation and main idea in paragraph. Therefore, they need motivation about Islamic reading, support from their environment and availability of learning facilities, for example from their family members, Islamic text books. In this case, family members are referred to parents .

Reading is the most important component of literacy that enables a person to be successful in school and achieving his/her vital life goal (Pecjak & Peklaj, 2006). Reading can empower students with extensive vocabulary, syntax, and other language expertise that will enrich their use in the target language (Guo, 2012). The two quotation above show that really is vitally important for the students to understand reading comprehension. By reading they can develop their vocabulary and they can develop their knowledge, and etc. Hence, teachers play an important role in providing sufficient reading materials for students. Students can expend their knowledge, train the brain to think and acquire new information and idea through reading.

Reading is one of the most crucial skills for the children's success in school and in life. Reading is very important "to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (OECD, 2014, p. 37). Additionally, reading in foreign language is the main goal of learning and the most important skill in a foreign language (McDonough & Shaw, 2003). Moreover, Fong (2008) argues that reading has come to hold the most significant place in education as a means of communication in a highly literate society contributing not only to an individual's well-being, self-development and progress but also to the whole nations and the world.

Based on the informal interview held on May 2016, the representative of students from each class stated that they only had worksheets (LKS) to be used both at school and at home. The English teachers only used worksheet mostly in teaching

English. They also stated that they could use textbooks only in the classroom because the school only lent it to the students during instruction in the classroom. The textbook had to be returned to be school after the lesson was over. Therefore, the students needed more materials in learning English in order to improve their reading skill, that there was no Islamic materials content in their textbook.

Need Analysis

In this analysis phase, an interview was conducted to the tenth grade English teachers to obtain information about their problems in learning reading as well as students' reading skill. A questionnaire was also administered to the tenth grade students to obtain information about their needs or problems in reading and their English teachers' teaching habit. It is also used to obtain information based descriptive text which related.

Based on the explanation above, the problems of this study were formulated in the following questions: 1). How to develop of valid Islamic-based reading materials in genre-based context for the tenth graders of MA Nurul Huda Kasmaran Kecamatan Babat Toman?, 2). How to develop of practical Islamic-based reading materials in genre-based context for the tenth graders of MA Nurul Huda Kasmaran Kecamatan Babat Toman?, 3). How was the potential effect of the developed Islamic-based reading materials in genre-based context for the tenth graders of MA Nurul Huda Kasmaran Kecamatan Babat Toman on students' reading achievement?

2. Theoretical Background

Theoretical Description

Material for language learning is anything that can be used to facilities the learning of language. Materials can be in the form of course book, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, website, flashcard, printed materials which present about the language being learned (Tomlinson, 2012). He states that materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language),

experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language).

Language instruction has five important components, the component are student, a teacher, materials, teaching method, and evaluation. Material is an important resource for teacher in assisting students to learn English. Material has a role as one of the main instrument for shaping knowledge, attitude, and principles of our young people. In teaching learning process, students are the centre of the instruction. However, in many cases, teachers and students rely on materials, and the materials become the centre of the instructions. It is because of the teacher is busy and does not have the time or inclination to prepare extra materials, course book and other commercially produced materials which are very important in language instruction. Therefore, it is important for teachers to know how to choose the best materials for instruction, how to make supplementary materials for the class, and how to adapt materials.

In Indonesia, English is not used in all fields of life as its role is as foreign language. Brown (2001:3) defines that it is not used as key language in commerce and education; this often refers to English taught in countries. English is a foreign language or EFL. As clarified by Brown (2001: 117) in teaching English as a foreign language.

Brown (2000: 7) said that teaching is a part that cannot be separated from learning. He stated teaching is guiding and facilitating the learning, enabling the learners to learn, and setting the condition for learning. According to Tomlinson (2012), materials development is all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials.

Materials adaptation is changing the materials to improve or to make them more suitable for a particular type of learner. Adaptation can include reducing,

adding, omitting, modifying, and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learner (Tomlinson, 2011).

The Concept of Reading Comprehension

Reading is getting meaning from the printed page (Romero & Romero, 2008). Mitchell (1983) states reading can be defined loosely as the ability to make sense of written or printed symbols. The readers uses the symbols to guide the recovery of information from her or his memory and subsequently uses this information to construct plausible interpretation of the writer's message.

Comprehension is making sense out of text. From an interaction prospective, reading comprehension is acquiring information from context and combining different elements into a new whole by using one's existing knowledge (schemata) to interpret text in order to construe meaning. Meneghetti, Carretti, and Beni (2006) state that reading comprehension is a complex cognitive competence which needs a capability to connect the information found in the text to the listeners'/readers' prior knowledge so that the elaboration of a mental representation can be made.

Descriptive text is one of the functional texts which will be the first genre of those texts that must be taught according to the syllabus of English curriculum. Descriptive text is the text that describes the features of someone, something, or a certain place. The students usually find some difficulties to develop their imagination and organize their ideas. Based on the statement above, teachers must be able to design, create, and organize good learning-teaching materials.

The Definition of Descriptive Texts


Descriptive text is one of the functional texts which will be the first genre of those texts that must be taught according to the syllabus of English curriculum. Descriptive text is the text that describes the features of someone, something, or a certain place. The students usually find some difficulties to develop their imagination and organize their ideas. Based on the statement above, teachers must be able to design, create, and organize good learning-teaching materials.

Descriptive text is a part of factual genre which describes a person, a place, or a thing. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view (Wardirman, 2008).


Descriptive text is a text that describes a particular person, place, or thing. A description consists of: identification and description.

1. Identification is a part identifies the thing/person being described.
2. Description is describes parts, qualities, and characteristic.

An example of a description:

Identification  Identifies the person being described.

I live with my beloved mother.

Description  Describes the characteristics.

My mother is big. She has short black hair. She has big dark eyes. Her hobby are singing and gardening. She plants a lot of flowers in front of my house. Every evening, she waters them together with my little brother. I love my mother.

(Inderawati, 2012: 90).

The generic structure of descriptive text are identification and description. The first paragraph is as introduction paragraph that introduces character especially a cat in this context. The second paragraph is as description that describe about courteousness

Learning materials are fundamental elements in the teaching and learning process, including in the teaching and learning of reading. The learning materials help the teachers deliver the instruction and information to the students and facilitate the students to understand the instruction given by the teachers. Materials may be suitable for students' needs, even if the materials are not designed specifically for them, that textbooks make it possible for students to review and

prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation. There are many kinds of learning materials that can be used to teach English reading, e.g. magazines, newspapers, charts, images and some technological aids. By considering that learning materials are significant to make the process of teaching reading run well and achieve the goals.

The interesting Islamic reading activities will help learners willing to engage the activities. The teacher should find out the students' interests such as hobbies, films, toys, games, TV programmers, music, sports, etc. Besides that, the teacher should some considerations below.

- a) dealing with bilingual learners
- b) managing pair and group work
- c) the effects of different kinds of classroom activities
- d) the mix ability class
- e) time management
- f) classroom organization and layout
- g) keeping teaching record

Brown states approach informs about nature of language, language learning, and the applicability to teaching learning process (2001: 16). Another expert, harmer says that approach describes how language is used and how its constituent parts interlock and offers a model of language competence. Approach describes how people acquire their knowledge of language and make statements about the conditions which will promote successful language learning (2002: 78). The approach used in this research is Contextual Language Teaching (CLT). The CLT approach will be presented in the next explanation.

2.4. Islamic-Based Reading Materials

Islamic-based reading is a set of reading text which present the reader some stories related to the Islam. The content of reading text contains of Islamic values, Islamic tradition, Islamic literature, Islamic history, etc. According to Douglass and Shaikh (2004) the term Islamic is accurately applied only to that which pertains

directly to the faith and its doctrines (such as Islam values, principles and belief, Islamic worship). The core Islamic sources is Qur'an and Sunnah (the words and deeds of Muhammad transmitted through the Hadit literature). Islamic-based reading materials are designed to the Islamic school students in order to introduce Islamic value and practice in daily life. The goal of Islamic studies is to build a strong Muslim identity in the student based Qur'an and it also covers the following areas of study Allah is one, Prophet Muhammad, worshipping Allah, Islamic manner (akhlaq), Islamic history and Islamic social studies (Everest Academy, 2013)

In addition, Islamic education aims at moral and spiritual formation. Although Islamic education looks at physical, mental, scientific and practical aspects, more emphasis is laid on moral training. Another aim of Islamic education is instilling appreciation of secular issues in life. This is because Islam is a way of life and embraces political, social and moral, economic and religious aspects. Religious, social and moral aspects are regarded as most important. Islamic education is also concerned with the material aspects of life. Muslim philosophers studied science, literature and arts. These subjects are regarded as important both in the acquisition of a livelihood and in the strengthening of moral character (Thunguet *al*,2008:29).

Here are the examples of Islamic text:

Text 1.

DIVINE TAX (ZAKAT)

Zakat or divine tax is one of the pillars of Islam. It is the fourth of the five pillars of Islam. The purpose of divine tax are to meet the social needs of the Moslem society and to improve the economic position in Islam.

The word divine tax means purification, blessing and increasing. It is a kind of protection of the wealth of those who are rich. Moslem protects his money from unexpected disaster when he pays his divine tax. As the prophet said, "Protect your

property by giving Zakat and help your relatives to recover from the illness by giving charity.”

There are many kind of divine tax: zakat al fitr which is an obligatory payment by a Moslem slave or freeman, male or female, young and old. It should be made before the Ied prayer. It is usually given from the food majority: rice, wheat or grain. In country like Indonesia, the cost of zakat could be given instead and it is preferable. It can be done by giving money.

Other kinds of divine tax are money zakat, either gold or silver, trade zakat: cattle zakat, involving camels, cows or sheep; cereals and fruits zakat. These last two are one kind. Zakat is only pay able as compulsory if it is fulfilled two conditions: first, it must reach the nisab and second, it must have been owned by the person for one complete year.

Readability of the Text

The readability texts which are given in this study based on students’ reading level in order to match their reading understanding level. Readability is the level of ease or difficulty with which text material can be understood by a particular reader who is reading that text for a specific purpose (Pikulski,2002). He also stated that it is dependent upon many characteristics of the reader. He also states that the same text materials may be easy for one reader yet extra ordinarily difficult to another. Prior knowledge will greatly influence how well a reader can understand text dealing with a particular topic. The readability of texts in this study was calculated by using Flesch Kincaid on line (i.e;<http://readability-score.com>)

3. Method

To develop English teaching materials model in this research, the writer applied the developmental research. Development research was applied to develop Islamic-based reading materials in this research. Development research label has been used to various kind of research approaches that are related to design and

development work (Akker, 1999). He also states that development research aims to design a product for certain purposes through certain procedures, i.e. analysis, design, evaluation, and revision.

This research were conducted at MA Nurul Huda Kasmaran Kecamatan Babat Toman. The population of the study was the tenth grade students consisting of one classes in academic year 2015/2016. Purposive sampling was used. Fraenkel, Wallen and Hyun (2012) state that in purposive sampling, the researchers use their judgment to select the sample for specific purpose. The results of students' English achievement in the report card are used as a reference in selecting subject of study. There were three student for one to one test, nine students for small group test and all students in a real class for field test which did not include those in one-to- one and small group test.

This research aimed to develop Islamic reading materials descriptive texts which was valid, practical, and has potential effect. The researcher used observation and testing. Therefore, to determine its validity, practicality, and potential effect, some instruments used in this study are questionnaires (Likert-Scale) and reading comprehension test.

Questionnaires were given to experts in expert review and also to students in one-to-one and small group evaluation in the form of Likert Scale to get information about their opinion and comments after reviewing and/or using the developed Islamic reading materials with descriptive texts. These questionnaires were in a Likert Scale form ranging from strongly disagree, disagree, neutral, agree, and strongly agree with score ranging from 1 to 5.

To know the potential effect of the product, an evaluation was used in this study by using reading comprehension test in the form of multiple choice question with alternative answers ranging from a - e. The reading comprehension test was constructed based on descriptive texts developed in this study. The reading comprehension test includes several aspects, such as main idea, inference, vocabulary in context, cause and effect, etc.

The procedure that were used in this developmental research are proposed by Akker (1993, p.7) which are described as follows; in this phase, the descriptive texts available in the students' textbook which is issued by government was analyzed in terms of the number of the descriptive texts and the readability level of the texts. Besides, learning objectives relate to materials of descriptive text were also analyzed to formulate the learning objectives of the developed materials.

An observation was conducted to obtain information about the learning environment where the students studies. It was intended to determine whether or not the developed product could be applied in the classroom.

In this analysis phase, an interview was conducted to the tenth grade English teachers to obtain information about their problems in learning reading as well as students' reading skill. A questionnaire was also administered to the tenth grade students to obtain information about their needs or problems in reading and their English teachers' teaching habit. It is also used to obtain information based descriptive text which related.

Students' reading level is also identified to match their reading ability with the readability of the developed local-content based descriptive texts so that the difficulty level of the developed descriptive texts was appropriate with students' reading ability which is neither too difficult nor too easy. For this purpose, Jennings Informal Reading Assessment (Jennings, Caldwell, & Lerner, 2006), an informal reading inventory (IRI) which was developed by Dr. Joyce, was given to the students which included reading texts at level 3, 4, 5, 6, and 7. Each text consisted of three reading stages which are frustration, instructional, and independent. The criteria of these three reading stages are described below:

1. Frustration stage indicates that the texts are difficult for students to comprehend.
2. Instructional stage indicates that the texts are moderate for students to comprehend.
3. Independent stage indicates that the texts are easy for students to comprehend.

Design

In this phase, the first prototype of the product consisting of Islamic-based reading materials text and also embedded test for reading skill will be designed. The reading materials consist of the one genre which is *descriptive texts*. The reading materials were designed based on the students' reading level. The readability of the texts was measured by using Flesch Kincaid online in order to find appropriate texts for the students. Then reading comprehension test was constructed based on each passage and the difficulty level of the test was in line with students' reading level. The comprehension test consists of multiple choice, true-false and matching question.

Evaluation and Revision

In evaluation phase, formative evaluation proposed by Tessmer (1993) was used as described in figure 1 below:

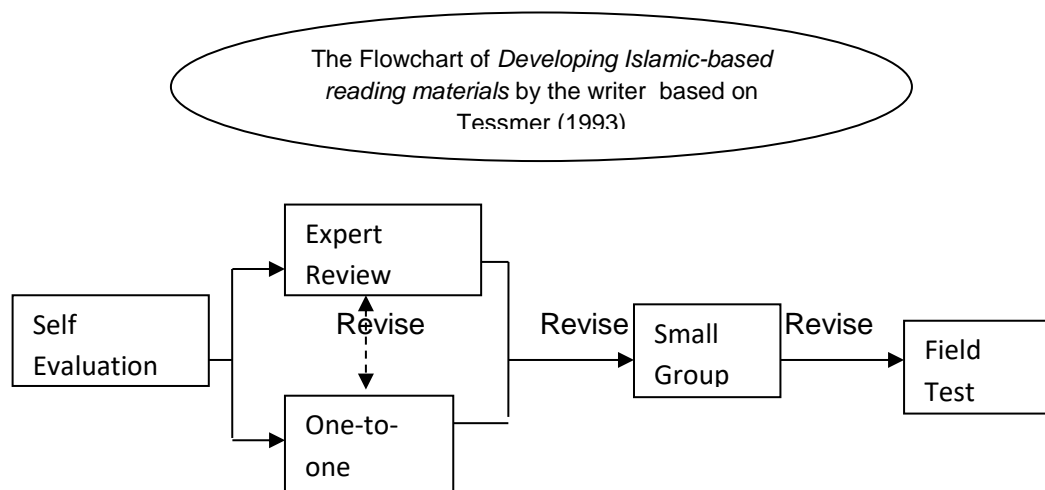


Figure 1. Formative evaluation (Tessmer, 1993)

The product was evaluated in the next phase by experts. The validity of the product was evaluated in this phase including content and layout of Islamic-based reading

materials in genre based contents and one experts were evaluator who were one expert in English and Islamic contents and one expert in instructional design. The description of experts can be seen in table 5.

Table 5. The Description of Experts

No	Experts	Experts' Description
1	Content	An English lecturer of PPs Sriwijaya University Palembang (Consideration: A doctor of education with high TOELF score (500) and expertise English)
2	Design	An English lecturer of PPs PGRI Palembang (Consideration: A doctor of education with high TOELF score (500) and expertise Instructional Design)

In one-to-one evaluation, three students of tenth were chosen. The students were chosen based on low, medium and high abilities (Tessmer, 1993). This evaluation was intended obtain their comments on the developed product to know the practicality of the product. The product was evaluated through expert review and one-to-one test was called prototype 1.

The phase *Developing Islamic-based Reading Materials for The Tenth of MA Nurul Huda Kasmaran Kecamatan Babat Toman* refers to English teaching and reading materials. The word *developing* refers to the process of creating of selecting teaching material development, especially Islamic-reading text.

In this study, some terms are used and the way they are interpreted in the scope of this current study will be described in the following operational definitions:

Developing is creating new product(s) or adapting existing product(s) for certain purposes through certain procedures, i.e. analysis, design, evaluation, and revision which in this study, it is creating Islamic based descriptive texts for the tenth-grade students which will be evaluated through formative evaluation in terms of its validity, practicality and potential effect by using questionnaires, interview, and reading comprehension test.

Validity refers to the extent to which the intervention under the development is in line with the state-of-the-art knowledge (content validity) and that all contents and components included in the intervention are consistently related and connected among each other (construct validity).

Practicality refers to the extent that users and experts consider the intervention as appealing and usable in 'normal' conditions.

Teaching material is anything which has been designed systematically and is used to help teachers/instructors in the implementation of teaching and learning activity (Depdiknas, 2008).

Validity

To know whether the product was valid or not, the validation sheet from the expert review related to the content and instructional design of Islamic-based reading materials text are effective. All the data which were collected were tabulated and the result of each instruments were calculated, the writer was used percentage calculation (Riduwan,2005: 89) toward the result of interviews conducted by students, teachers, and English lecturers. The formula is as follows:

$$\text{Percentage} = \frac{\text{The total score of each items}}{\text{The total number of students}} \times 100\%$$

The category of validity of the developed materials were shown in the table 6

Table 6. Category of Developed Materials Validity

Percentage (%)	Category
86 -100	Very good
71 -85	Good
56 – 70	Average
41 -55	Poor
0 – 40	Very poor

Practicality

To find out whether the Islamic-based reading materials for reading skills developed was practical, the writer tries that materials in the classroom. The category of the practicality of the materials evaluate in one-to-one evaluation and small group. All the collected data were analyzed by using tabulation. The category of practicality as in the table 7.

Table 7. The Category of Practicality

Average of Score Range	Category
86-100	Very good
71-85	Good
56-70	Average
42-55	Poor
0-40	Very poor

Potential Effect

To find out whether the Islamic-based reading materials developed had potential effect, the result of reading comprehension test was seen. The developed materials were said to be effective if the students have already reached and passed the criterion. Gusleys' opinion (2000) was taken as a reference in which started that the product developed was effective if the students acquired the intended knowledge and the skill. This criterion is known as minimal mastery criterion (*KKM*). The standard score of English lesson in this school is 75 (seventy five). The potential effect of the product was categorized as in table below:

Table 8. The Category of Potentials Effect

Average of Score Range	Category
86-100	Very good
71-85	Good
56-70	Average
42-55	Poor
0-40	Very poor

The questionnaire is also used to investigate student's acceptability on reading. Students were given questions on the form of the close format question to investigate that interest and response on the short stories to be analyzed.

4. Result and Discussion

Some steps of instructional design model Akker (1999) were applied in developing *Islamic –Based Reading Materials Text*, namely; analysis phase, design phase, and evaluation (self-evaluation, expert review, one-to-one evaluation, small group and field test) and revision.

Analysis Phase

In this phase, there were four main activities conducted to get information about the tenth grade students which were instructional analysis, environmental analysis, students' needs analysis and students' reading level analysis.

Instructional Analysis

The first step in this phase was analyzing students characteristic, i.e. students achievement of the tenth grades in English. The result showed that the average score of the tenth graders of MA Nurul Huda Kasmaran kecamatan Babat Toman based on the final examination in academic year 2015/2016 was 61,9. It showed generally that students' achievement in English was in fair level.

The second step was curriculum analysis by analyzing the standard competence for the tenth graders based on Content Standard and also the reading levels of the texts in the worksheet as their textbooks. The purposes were to know whether the levels of reading text were appropriate with students' reading level and to know whether the genre of reading materials in worksheet matched with standard competence and basic competence stated in content standard.

The result of curriculum analysis showed that the genre of the text in Islamic reading materials matched with standard competence and basic competence i.e. descriptive text. The readability of the reading text in second semester

worksheet varied. The lowest level of the reading text was grade 3 and the highest level was grade 11 Here is the list of readability levels of texts in second semester of students' reading materials.

Readability Level of the Text Available in the materials text.

Chapter	Title of Reading Text	Pages	Readability level
1	Ramadan	19	7,2
	Devine Tax	23	9
2	Kaa'ba	30	7,3
	Mecca	33	4,5
3	Prophet Muhammad	37	5,6
	Islam and Recism	40	5,7
	Zam Zam	41	6,7

The third step was measuring students' reading level Jennings Informal Reading Assessment was used to measure students' reading level including grade 3 to grade 7. The questions were in form of multiple choice. The number of items in the test were 50 questions consisting 10 of each grade. There were 20 students as participants in this step.

Environmental Analysis

In this analysis, the writers observed the learning environment in MA Nurul Huda Kasmaran Kecamatan Babat Toman. From this observation, there were several conditions in this school.

Students' Needs Analysis

Students' needs analysis was conducted to obtain information about their needs in terms of reading. Aspects which were taken into consideration to obtain information about students' needs were (1) their reading achievement; (2) their perception about the reading materials in their text book; (3) their barriers in reading comprehension; (4) their perception of the learning process; (5) their expectations on the developed reading materials.

Students' Reading Level Analysis

The analysis was intended to find out students' reading level as the readability levels of the developed descriptive texts had to match with their reading level. In this activity, Jennings Informal Reading Assessment developed by Dr. Joyce, was given to the students which included reading texts at level 3, 4, 5, 6, and 7.

Design Phase

The first step conducted in this phase was develop Islamic-based reading materials text (prototype 1). The sources of reading materials were adapted from internet and some books. The titles of the texts were Ramadan, Kaa'ba and Mecca . The genres of the texts which was descriptive text. The readability of the text was measured by using Flesh Kincaid online in the internet.

Self Evaluation

The developed product was evaluated by the researcher in this phase. Some errors i.e misspelling, punctuation and grammatical sentences were revised.

Expert Review

There were two experts as validators of the product in this phase. The expert of instructional design was labeled Expert I and the expert of content was labeled Expert II, each expert have 500 score in English.

Evaluation and Revision

One-to One Evaluation

There were three students in this phase including high, medium and low level students. In this phase, the students were asked to check the developed product i,e finding errors of punctuation, spelling layout and direction. Students' understanding and the problem faced by students toward the developed product also could seen in this phase.

Small Group

Small group was conducted to know the practicality of the developed Islamic-based reading material text. Thus, the result of prototype 2 was evaluated in small group which consisted of nine students including three students for each level namely high, medium and low level.

Field Test

Field test was concluded to see the potential effect of the developed Islamic-based reading materials which was indicated by percentage of students who passed the minimum mastery criterion which was 75.

5. Conclusion and Remark

This chapter presents the conclusions and suggestions based on the finding and interpretations in previous chapter. Based on the results of the analysis and interpretations in previous chapter, several conclusions can be drawn as follow: The results of expert review showed that the developed Islamic-based reading materials text for the tenth grade students of MA Nurul Huda Kasmaran were valid.

In conclusion, Islamic-based reading materials text for the tenth grader students in MA Nurul Huda Kasmaran were valid, practical and had potential effect in teaching and learning process. Based on the conclusion above, there were some suggestions offered to the teachers, students and school.

First, the teachers are suggested to have information about students' reading level before they teach reading skill. The teacher may use developmental research proposed by Akker if they want to develop teaching materials. The teachers may use not only text books that they have but also they should use from many sources. And the last, the teacher should be accustomed to use ICT as instructional media in teaching and learning process. This medium can be used to attract students to be focus and more creative toward the materials presented and also help them to understand the materials well.

The teacher or tutor should develop the English supplementary instructional materials that are effective but interesting to the children. In preparing the lesson

plans or materials should find out what things they like and need. It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches, For example instructional materials to improve children's' vocabulary mastery for Islamic boarding school students.

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