

THE DEVELOPMENT OF READING MATERIALS INTEGRATED INTO CHARACTER VALUES ON ENGLISH LEARNING AT SMPN 5 PADANG PANJANG

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ABSTRACT

This background of the research was curriculum policy on the essence of integrating character values into learning, previous research in instructional materials in infusing character values on receiving and responding stages, and teacher' difficulties in embedding the character education. Besides, hardly varieties instructional materials applied in English learning. The purposes of the studies are: to develop reading materials on English subject matter integrated into character values was valid, practical, and effective. This research and development used ADDIE model development procedures, consist of stages; analysis, design, development, implementation and evaluation. The subject of the research was under taken in SMPN 5 Padangpanjang. This research used qualitative and quantitative data analysis. The findings of the studies can be concluded: first learning reading materials development of the English learning following stages, 1) conduct need analysis of English reading materials, 2) designing learning reading materials integrated into character values of the English subject matter, 3) develop learning reading materials integrated into character values in such: teacher's book, student's book, syllabus, lesson planning, 4) the implementation of reading materials development in the classroom, and 5) to carry out an assessment of implementation of leaning reading materials integrated character values. Second, learning reading materials of the research was showed valid, practical and effective.

Index terms: Reading materials, Character values, and English Reading learning

INTRODUCTION

An actualization of the character education values on every subject matters including English in Junior high schools are necessary being regenerated into instructional development charactering as stated in national education purposes. Education orientates on character values and cultures based on students' need. One of those purposes are described at textbooks used by English teachers in teaching covering teaching materials and exercises by installing character values into teaching materials.

Gusmaizal and Beniario (2016: 458) have done a research on English textbooks used by English teachers in teaching in

Padangpanjang namely; When English Rings the Bell published by Kemendikbud tahun 2013, Bupena English published by Erlangga tahun 2013, English in Focus published by PT Karsa Mandiri Persada tahun 2008 for grade VII explain on materials only (knowledge and skills) read and answer the question relating to the text and character installing covers receiving and responding stages, while character values implanting depends teachers' competence in giving materials reinforcement.

Some researches relating to the integration of character values in teaching materials have been done by some researchers such as Asri, Andriana & Ria Saraswa (2017), Hadi Rizadi (2015), Agung, Setywan (2015), and Amelia Riza (2012). Those researches still

introduced character values into every subject matter through teaching materials selection, but it hardly on application level in such giving concrete examples in acting based on the implicit messages from the texts.

Based on the interview result done by the researchers to English teachers in SMPN 5 Padangpanjang at 28th September, 2013 about the curriculum 2013 policy stressed on character education or moral education were found some difficulties in teaching English; first, there was no textbook guiding for the teaching in embedding character values in teaching, second, the integration of character values were not combined into textbook, teachers embed character values at the teaching openings such as reading Qur'an, giving a religious stories, and answer the question of the text. These problems faced by English teachers in installing character values are the same as Faridi (2014: 68) as found that the English teachers of elementary level face such difficulties in implementing students' character through teaching learning process.

The explanation on instruction problems and character education above, showed that character education policy was still questioned, and character values install had not covered to give character values supplements, especially in SMPN Padangpanjang city. The instruction orientating on character values implant need being progressed by developing teaching materials, especially English reading materials based on character values implant.

This research was to find out English reading materials development integrated into character values was valid, practice, and effective. English reading materials consisting teacher's book, student's book, syllabus and lesson planning.

1. The Integration of character values into English reading materials

Character education can be defined as values education, moral education, attitude education aiming at developing the students' competence; to decide the right, not right, the do the right things consistently, and apply the right things consciously in daily lives.

One of the success of the character educations can be determined by what strategies used the teacher in teaching. Choosing the strategies can be done by developing the curriculum and integrating the character values teaching process. In teaching activities charactering can be develop by using strategies and approach by integrating every step in teaching; whether in cognitive, affective or psychomotor

There are some *components of good character* namely *moral knowing, moral feeling, moral, and moral action* (Sudijarto, et al: 2007). The dimension included into moral knowing is *moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self-knowledge*. (Sudijarto, et al: 2007).

Moral feeling is the reinforcement of students' emotion aspect to become human charactering, this relating to attitude formation felt by the students; conscience, self-esteem, empathy, loving the good), self-control, humility (Sudijarto, et al: 2007).

Moral action is outcome from the others components. To understand what make someone to do the right things or act morally, consisting *competence, will, and habit*. The explanation above can be concluded that *characters are developed from there aspects moral knowing, moral feeling, and moral action*. Relating to this research, character values limited on several particularly character namely, cooperating, hard-working, disciplined, caring, responsible and honest.

Dealing with integration of character values can be done in the learning process; started from planning, teaching, and teaching evaluation, especially English lesson. Here the short description of the character values install, as follows:

a. Instructional plan

In this steps syllabus, lesson planning, teacher's book and student's book are set in order that the content and teaching activities cover character education embed. The activities reflect the values every teaching cycles. The planning of teaching material integrated into character values, begun by

putting the installing of character steps in designing the teaching materials, as follows:

1) Syllabus

some components to develop syllabus such as core competence, basic competence, teaching materials, teaching activities, indicator achievement, assessment, time allotment, and teaching sources (Standar Isi PermenDikbud 58tahun 2014). To facilitate the students to develop character values, at least there are three can be done; modifying the teaching activities, indicator achievement, and assessment technique (Mendiknas: 2006). In this paper the syllabus development has been done by using syllabus guidance.

2) Lesson planning (RPP)

The development of RPP charactering should be concerning the students' interest and teaching material closer to them. In this point, teacher should concern not only as transferor but also as a motivator to enhance the student to study in using the various media and suitably sources in lesson planning.

Joseph and Leonard (1992: 20) state: "Teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it."

Gagne and Bright (1998: 4-5) suggest that developing the RPP charactering should be concerned some points, as follows:

- a. RPP should be developed by using system approach,
- b. RPP should be developed based on the student' knowledge,
- c. RPP should be developed to make the students easier to study,
- d. RPP should be designed the real ones

The developing the RPP to create the character values in this paper, the writer used the criteria in such scientific

approach, and developed based on the criteria as stated above.

c. Teaching materials

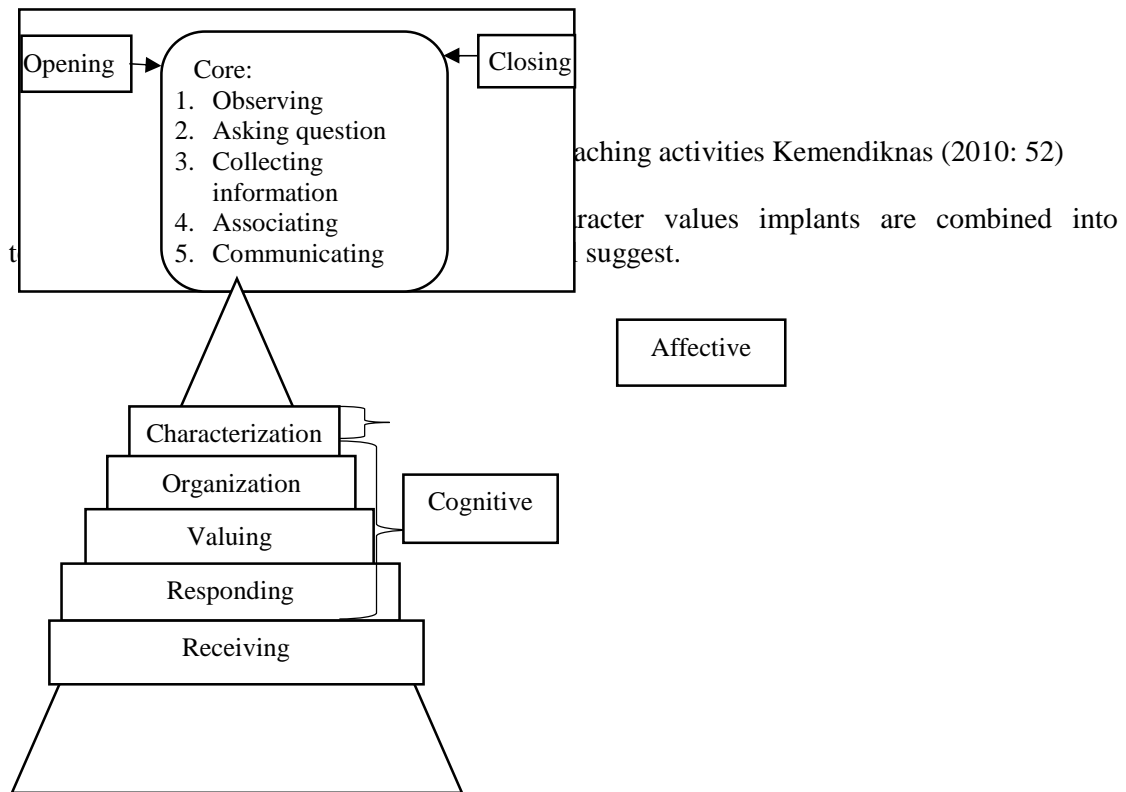
Teaching materials consisting teacher's book and student's book, these are the important components toward what happened to the teaching process. Teachers should concern to the main point the character values due to choosing the materials will inspire the students how they study and succeed. In other word, teacher should be add the teaching activities in develop the students character values in spite of it does not state in the textbook.

2. INSTRUCTION APPLYING

In a teaching process for curriculum 2013 applies scientific approach as a suggested, in this teaching materials development use that approach, here the steps of the approach, as follows:

- 1) Observing: reading, listening to identify the problems will be studied.
- 2) Asking question: asking question about the information can be understood from the observing,
- 3) Collecting information: do the experiment, reading the other sources, and observing the activities and, phenomena,
- 4) Associating: to analyse the information from the experimentactivities has been done,
- 5) Communicating: telling the observation result in oral or written

In general the teaching activities can generalize into the three parts, it can be seen from the diagram, as follows:



Character values implant Pyramid (Krathwohl,R.David, Dkk.1964)

Pyramid above, explains that character embed process stated *receiving* by having the conscious and will in gaining knowledge process, *responding* is interaction of entirely teaching process, *valuing* is a will to accept the values and to commit to do that values through some stimuli to the values in the classroom, and *organization* is development concept to become the habitual in feeling and acting in daily life, *characterization* is commitment has been made and put in the school madding as a control card. This character values implant not only teacher's duties but also family's duties.

READING MATERIALS INTEGRATED INTO CHARACTER VALUES IN ENGLISH LESSON IN JUNIOR HIGH SCHOOL (SMP)

Relating to the curriculum 2013, there are some literature genre texts to be studied such as recount, narrative, and descriptive.

Knapp dan Watkins (2005: 30) explain that literary text often use language to create images in readers' minds; the language enables

readers to engage with the text and incorporate their own meanings with those of the writer.

Here, the genre types being classified into teaching activities in SMP, as follows:

e. Descriptive

Descriptive text describes a thing, person, place or the other thing for being inspired by the students in choosing the materials brought and told concretely. The generic structure are identification and description.

f. Narrative

Descriptive text fiction text in the past, its purpose is to entertain or to give a lesson to the readers, the generic structure are: introduction, complicit, resolution, and coda.

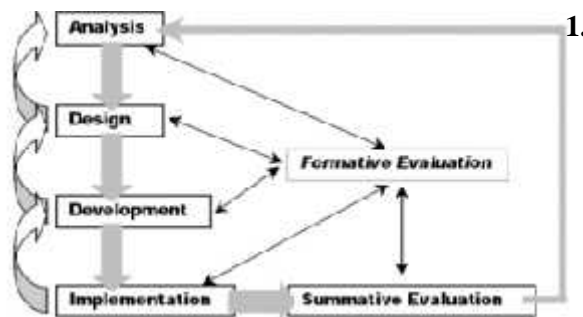
g. Recount

Recount text is retelling the past event to give the information done by someone or the others, the generic structures are orientation, event 1, 2 and reorientation. In this research were limited from the three genres for being tried out of

the teaching materials, as stated in the syllabus, RPP, teacher's book and student's book.

2. Research Method

In this research used ADDIE model developed by Reiser dan Molenda around 1990-s. Model used five steps :1) *Analysis*, 2) *Design*, 3) *Development*, 4) *Implementation*, 5) *Evaluation*). The ADDIE model can be described as follows:



In this research developed reading materials by using the steps above, and the

Table 1. The Validity Data of Teacher's Book

No	Assessment aspect	Assessment score		
		Mean	SD	Categories
A	Content aspect			
1	A guidance of book usage	3.67	0.57	Very Valid
2	Core competence	3.67	0.57	Very Valid
3	Basic competence	3.33	0.57	Very Valid
4	Instructional aims	3.67	0.57	Very Valid
5	Material explanation	3.33	0	Very Valid
6	Materials displaying	3.33	0.57	Very Valid
Mean		3.44	0.34	Very Valid
B	Construct aspect			Very Valid
1	Book component	3.67	0.57	Very Valid
2	The usage of font and kind letter	3.67	0.57	Very Valid

developing the materials by trying the product and analysis validity, practicality and effectiveness. To measure the valid product the researcher used validator question sheet about 3 validators, and to measure the practice product used questionnaire sheet, it took from the students respond and teacher respond, and to measure effective product, it tried in the classroom.

DISCUSSION AND FINDINGS

1. Validity data

a. The Validity of English Reading Material

The assessment aspect of reading material validity in English lesson consisting; 1) content aspect, construct aspect, and language aspect, the assessment data validated by the validators can be seen from the table:

3	Teaching activities	3	0	Valid
4	Reading text	3.67	0.57	Very Valid
5	Book usage	3.67	0.57	Very Valid
6	English competence	3.33	0.57	Very Valid
7	Teacher's book content	3.33	0.57	Very Valid
8	Activities	3.66	0.57	Very Valid
9	Closing activities	3.33	0.57	Very Valid
Mean		3.48	0.48	Very Valid
C Language aspect				
1	Language usage	3.33	0.57	Very Valid
2	A correct diction	3.33	0.57	Very Valid
3	A correct grammar	3.33	0.57	Very Valid
4	A appropriate terminology usage	3	0	Valid
Mean		3.25	0.16	Very Valid
Final mean score		3.39	0.33	Very Valid

Note:

If mean $\geq 3,20$ Category very valid

$2,40 < \text{mean} \leq 3,20$ Category valid

$1,60 < \text{mean} \leq 2,40$ Category adequate

$0,80 < \text{mean} \leq 1,60$ Category less valid

If mean $\leq 0,80$ Category not valid

Based on the table tabel 1.English reading assessment result of the teacher's book can be categorised was very valid. The total score was 3,39and deviation standard was 0,33. The assessment of teacher's book validity in detail can be explained in such content aspect mean was 3,44and deviation

standard 0,34, construct aspect was 3,48 and deviation standard was 0,48, the language content mean was 3,25 and deviation standard was 0,16. Based on the criteria can be concluded that the validity of the teacher's book was very valid and very suitable book for being used.

Table 2the validity data of student's book

No	Assessment aspect	Assessment score		
		Mean	SD	Categories
A	Content aspect			
1	The instructional aims	3.67	0.58	VeryValid
2	Instruction teaching	3.67	0.58	VeryValid

3	Materials complicity	3	0	Valid
4	Materials displaying	3	0	Valid
5	Teaching steps	3.33	0.589	Very Valid
6	Teaching exercise	3.67	0.58	Very Valid
7	Reading text displaying	3.33	0.49	Very Valid
Mean		3.38	0.34	Sangat valid
B Construct aspect				
1	The complexity of content. Book	3.33	0.58	Very Valid
2	Font and kind letter	3.33	0.58	Very Valid
3	Teaching activities	3.33	0.58	Very Valid
4	Suitable reading text	3.33	0.58	Very Valid
5	Student's book can be helped	3.67	0.58	Very Valid
6	Interesting design	3	0	Valid
7	Develop oral and written competent	3.33	0.58	Very Valid
8	Student's book content	3.33	0.58	Very Valid
9	Teaching activities	3.33	0.58	Very Valid
10	Final teaching activities	3.33	0.58	Very Valid
	Rata-rata aspek konstruksi	3.33	0.35	VeryValid
C Language aspect				
1	English usage	3.33	0.58	VeryValid
2	Correct diction	3.33	0.58	VeryValid
3	Correct grammar	3	0	VeryValid
4	Suitable terminology	3	0	Valid
	Language mean score	3.16	0.33	VeryValid
	Rata-rata akhir	3.29	0.34	Very Valid

Notes:

If mean $\geq 3,20$ Category very valid
 $2,40 < \text{mean} \leq 3,20$ Category valid
 $1,60 < \text{mean} \leq 2,40$ Category adequate
 $0,80 < \text{mean} \leq 1,60$ Category less valid
If mean $\leq 0,80$ Category not valid

Based on tabel 2.English reading assessment was valid. The mean score was 3,29anddeviation standard was 0,43. In detail can be seen content aspect was 3,38anddeviation standard was 0,34, construct aspect mean was 3,33 and deviation standard was 0,35, language aspect mean was 3,16 anddeviation standard was 0,33. Based on the criteria above can be concluded that student's book

was very suitable use for teaching English reading in the classroom.

b. The Validity of Syllabus

Assessment of syllabus consisting; short description, time allotment, core competence, basic competence, teaching materials, strategies and method, teaching activities, media, and teaching sources. The data validity can be seen from the table below:

Table 3Data validity of the Syllabus assessment

No	Assessment aspect	Assessment score		
		Mean	SD	Categories
1	Short description	3.6	0.58	Very Valid
2	Time allotment	4	0	Very Valid
3	Core competent	3.67	0.58	Very Valid
4	Teaching materials	3.33	0.58	Very Valid
5	Teaching activities	3	0	Valid
6	Indicator	3.67	0.58	Very Valid
7	Measurement indicator	3.33	0.58	Very Valid
8	Instruction scientific	3.67	0.58	Very Valid
9	Approach	3	0	Valid
10	Teaching sources	3	0	Valid
11	Assessment content	3.67	0.58	Very Valid
12	Suitable assessment	3	0	Valid
Final score		3.39	0	Very Valid

Notes:

If mean $\geq 3,20$ Category very valid

$2,40 < \text{mean} \leq 3,20$ Category valid

$1,60 < \text{mean} \leq 2,40$ Category adequate

$0,80 < \text{mean} \leq 1,60$ Category less valid

If mean $\leq 0,80$ Categorynot valid

Based on thetable3.the result of validity assessment of the syllabus was categorized valid. The total score was 3,39 and the deviation standard was 0. It can be explain in detail; the short description was 3 deviation

standard was 0, time allotment was 3,67 and deviation standard was0,58, core competence and basic competence was 3,33 and deviation standard was0,58, teaching material mean was 3 and deviation standard was0, strategies, and

method mean was 2,83 and deviation standard was 0,41 , teaching activities was 3 and deviation standard was 0, media and teaching sources mean was 3 and deviation standard was 0 and assessment mean was 3,22 and deviation standard was 0,33. It can be concluded that the syllabus designed was very suitable usage for teaching English reading.

c. The validity of Lesson Planning (RPP)

The validity of RPP can be assessed from the aspect: short description, time allotment, core competence, basic competence, teaching materials, strategies and methods, teaching activities, media and teaching activities. It can be seen from the table below:

Table 4 The Data Validity of Syllabus assessment

No	Assessment aspect	Assessment score		
		Mean	SD	Categories
1	Short description	2,67	0,58	Valid
2	Time allotment	3,33	0,58	Very Valid
3	Core competence and basic competence	3,41	0,29	Very Valid
4	Material	3,89	0,33	Very Valid
5	Teaching activities	4	0	Very Valid
6	Indicator	3,67	0	Very Valid
7	Teaching approach	3,5	0,33	Very Valid
8	Media and teaching source	3,33	0,58	Very Valid
9	Assessment	3,44	0	Very Valid
Total score		3,71	0,11	Very Valid

Note:

If mean $\geq 3,20$ Category very valid

$2,40 < \text{mean} \leq 3,20$ Category valid

$1,60 < \text{mean} \leq 2,40$ Category adequate

$0,80 < \text{mean} \leq 1,60$ Category less valid

If mean $\leq 0,80$ Category not valid

Based on the table 4 the validity result of the RPP assessment mean was 3,71 and standard deviation was 0,11. It can be seen in detail namely; identity aspect mean was 2,67 and standard deviation was 0,58, time allotment mean was 3,33 and standard deviation was 0,58, core competence and basic competence mean was 3,41 and standard deviation was 0,29, teaching materials mean was 3,89 and standard deviation was 0,33. It can be concluded that RPP for teaching

reading was categories very good and suitable usage for teaching English reading.

2. Practicality data

To measure the practicality of the data in using English reading material development integrated into character values can be seen from the teachers and students' respond. The criteria for teacher' respond are material complexity, teaching approach, assessment, and integration character values.

Table 5 Practicality assessment data on teaching

No	Assessment aspect	Teacher's respond				
		1	2	Mean	SD	Categories
1	The complexity of the material					
	Materials suitable with indicator	3	3	3	0	Practice
	Can be easier the instruction	3	4	3.5	0.5	Very Practice
	Preparation become easier	3	3	3	0	Practice
	Suitable time	3	4	3.5	0.7	Very Practice
	The complexity of the materials	3	4	3.5	0.7	Very Practice
	Can be helped the instruction	3	4	3.5	0.7	Very Practice
	Con increase the concentration	3	3	3	0	Practice
The complexity of material core		3	3.6	3.3	0.4	Very Practice
2	Teaching approach					
	Suitable approach	3	3	3,17	0,29	Practice
	New thing in using material	3	3,5	3,17	0,29	Practice
	New trick	3,5	3	3,17	0,29	Practice
	To overcome the problems	3	3	3,00	0,5	Practice
Teaching approach mean		3	3,08	3,08	0,18	Praktis
3	Teaching assessment					
	The essence of assessment	3	3,5	3,17	0,29	Practice
	Report progress	3	3,5	3,33	0,29	Very Practice
	Assessment principle	3,5	3,5	3,33	0,29	Very Practice
	The suitable instrument	3	3,5	3,33	0,29	Very Practice
	Suitably instrument design	3,5	3	3,17	0,29	Practice
Teaching assessment mean		3	3,4	3,2	0,3	Practice
4	The integration of character					
	Educated coment	3	2,5	2,83	0,29	Practice
	The character values can be measured	3	4	3,5	0,8	Very Practice
Character assessment		3,21	3,21	3,21	0	Very Practice
Total score		3,04	3,24	3,17	0,11	Practice

Note:

If mean $\geq 3,20$ Category very valid

$2,40 < \text{mean} \leq 3,20$ Category valid

$1,60 < \text{mean} \leq 2,40$ Category adequate

0,80 < mean ≤ 1,60 Category less valid
If mean ≤ 0,80 Category not valid

Based on the table 5, the total practicality of teacher's response in using the English reading materials mean 3,33 and deviation standard was 0,4, 2) teaching approach mean was 3,08 and deviation standard was 0,18, 3) teaching assessment score was 3,2 and deviation standard was 0,3, 4) the integration of character values mean was 3,21 and deviation standard was 0. It can be concluded that teacher response toward using the English reading material integrated character values was practice.

Table 6 Student's response

No	Assessment aspect	Score	Deviation standard	Categories
1	Jointed	3,72	0,35	Very practice
2	Motivated	3,42	0,39	Very practice
3	Responsible	3,53	0,35	Very practice
4	Respectable	3,46	0,28	Very practice
5	Social behavior	3,55	0,22	Very practice
	Total	3,54	0,31	Very practice

Note:

If mean > 3,20 Category very valid
2,40 < mean ≤ 3,20 Category valid
1,60 < mean ≤ 2,40 Category adequate
0,80 < mean ≤ 1,60 Category less valid
If mean ≤ 0,80 Category not valid

Based on the table 6 from the result of practicality data can be seen in detail in such, 1) jointed mean was 3,72 deviation standard was 0,35, 2) motivated mean was 3,42 deviation standard was 0,39, 3) responsible mean was 3,53 deviation standard was 0,35, 4) respected mean was 3,46 deviation standard was 0,28, 5) social behavior mean was 3,55 deviation standard was 0,31. The total score was 3,54 deviation standard was 0,31. It can be categorized that student's response in using the material very practice or suitable for teaching and learning activities in integrating character values in teaching.

3. Effectiveness Data

To measure the effectiveness of using English reading material integrated into character values can be seen into three aspects namely teaching process, student's character and the result of study. Here, the short description:

d. Teaching Process Data

To assess the teaching activities or process in English lesson by using the teaching materials in grade VIII I SMPN 5 Padangpang, can be seen from several aspects in such opening activities, core activities, and closing activities.

Table 7 Teaching process in using teaching materials

No	Teaching steps	Means	Deviation standard
1	Opening	3,8	0,3
2	Core activities	3,56	0,4
3	Closing activities	3,58	0,3

Total mean score 3,67 0,37

Note:

If mean $\geq 3,20$ Category very effective

$2,40 < \text{mean} \leq 3,20$ Category effective

$1,60 < \text{mean} \leq 2,40$ Category adequate

$0,80 < \text{mean} \leq 1,60$ Category lesseffective

Based on the table 7 teaching activities in using reading materials can be seen from the table, 1) opening mean was 3,8 deviation standard was 0,3, 2) core activities was 3,56 deviation standard was 0,4, 3) closing activities mean was 3,58 deviation standard was 0,3. The total mean score was 3,67 deviation standard was 0,37. It can be concluded that teaching process in using English reading material was very effective.

e. Data of Students' character in using English Reading Materials

To assess the students' character in using English reading material in the teaching and learning process, there are some character appearing during the teaching process such as hard-working, cooperative, responsible, disciplined, caring and honest, it can be seen from the table checklist as follows:

Table 8 Data of the Students' character

No	Assessment aspect	Assessment score			Mean	Categories
		P 1	P 2	P 3		
1	Honest	3.1	3.2	3.1	3.1	Developing begin
2	Disciplined	3	3.2	2.9	3.0	Developing begin
3	Responsible	3	3.1	3.1	3.0	Developing begin
4	Cooperative	3	3.1	3.1	3.0	Developing begin
5	Caring	3.	3.2	3.1	3.1	Developing begin
6	Hard-working	3	3.2	3.1	3.1	Developing begin
Total		3	3.2	3.1	3.1	Developing begin

Notes:

TT = Never appeared

BT = sometime appeared

MT = Appearance begin

MB = Developing begin

MK = consistently appeared

Based on the table above, it can be seen that character values observed by the three observers the mean score was 3.1 or developing begin. Here the character values; honest was 3,1 , disciplines was 3,0, responsible was 3,0, cooperative 3,1, caring 3,1 hard-working was 3,1. It can be concluded that the applying the reading

material in SMPN 5 Padangpanjang can develop students' character values.

f. Data of the Result Study

The assessment of the effective teaching by using the English reading materials by doing pre-test and post-test, it can be seen the table below:

Table 9 Data hasil belajar Nilai Pre-Test dan Post-Test

Score	\bar{x}	N	Reliable	S ² upper score	S ¹ Top score
Pre-Test	74,1	28	0,71	55	90
Post-Test	85,2	28	0,15	70	95

Based on the pre-test score can be seen that the average of students' achievement in studying was 74,1 or similar with 58% from the minimal students' achievement score (KKM)

75. While the average of students' achievement in studying was 74,1 or similar with 58% from the minimal students' achievement score 87 or similar with 82% from the students' minimal achievement score

75. It can be concluded that the student using the English reading materials was effective.

CONCLUSION AND SUGGESTION

1) Conclusion

- 1) Reading materials integrated into character values was suitable usage after being assessed valid, practice, and effective based on the criteria determined.
- 2) Development result of English reading materials consisting syllabus, RPP, teacher's book and student's book. The average of syllabus mean score 3.39 the category was valid, RPP the average was 3.71 the category very valid, teacher's book was 3.39 the category was valid, and teacher's book was 3.29 the category was very valid.
- 3) The result of reading material development was stated practice was 3.54 from the teachers' respond and the students' respond 3.67 the category was practice.

- 4) The result of development of English reading material after trying out on the effectiveness of teaching process by using the reading materials 3.17 the category was effective, character values was 3,1 the category developing begin. While the result of study for the pre test the score was 7,41 the category under the students' minimal achievement or 58% from the students' achievement and the post test was 85,5 the category was 82% from the students' minimal achievement. In the other word, the implementation of English reading materials used by the students and teachers were very effective to study English reading skill.

2) Suggestion

- 1) For the English teachers can use the English reading to integrate the students' reading skill and character values.
4. For the headmaster in SMPN 5 Padangpanjang can enhance the teacher to use the English reading materials
5. For the supervisor SMP Padangpanjang hopes can guide the English teacher to develop teaching activities into character values.

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