

## Developing Model Test of Reading Comprehension for Islamic Studies

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**Abstract:** This research is aimed to produce model test of reading comprehension for Islamic Studies which is one of the sections of English Proficiency Test (EPT) in UIN SMH Banten. This is Research and Development (R&D) which employs ADDIE model i.e. Analysis, Design, Development, Implementation, and Evaluation. The data are reading texts which are developed based on Islamic Studies and General Science needed in Islam. The result produces a new model of reading comprehension (third section) of EPT in UIN SMH Banten, i.e. model Test of English (TE)-A, TE-B, TE-C, and TE-D. Each of the model test consists of 50% Islamic Studies and 50% general science needed in Islam. For Islamic Studies consists of seven themes i.e. *Al-Qur'an* and *Hadith* Studies, Jurisprudence (*Fiqh*), Morality (*Akhlaq*) belief (*Tauhid*) *Mu'amalah*, and *Siasah*. The General Science consists of seven themes i.e. Economy, Law, Linguistics, Education, culture, arts, and politics. The level of difficulty of the texts is standardized into academic reading standard that is usually used in Universities and Colleges.

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## INTRODUCTION

One of the causes of the low English test scores of students of State Islamic University Sultan Maulana Hasanuddin (UIN SMH) Banten is because of the lack of English language skills. While the lack of ability in comprehending English texts in reading comprehension test might be caused by the mismatch of English material question with lecture material and other sources that are commonly studied in class where lectures take place. The lecture course material mostly contain Islamic studies or at least Islamic value, while the English test material at the Center of Language Development of UIN SMH Banten still uses model test of English that hardly ever discuss about Islam.

UIN SMH Banten is a State Islamic University that has vision to integrate science both Islamic Studies or Islamic value or general science. Center

of Language Development of UIN SMH Banten needs an English proficiency measurement tool that are relevant to English language tests based on Islamic culture that are relevant to their fields.

Model test of reading comprehension for Islamic Studies is a reading test of English proficiency that is used in Some Islamic Universities and colleges. What makes it different from other types of English test like TOEFL and IELTS is that this kind of test focuses on reading comprehension only and the contents of the reading tests are mostly talking about Islam as a religion, culture, and civilization.

The purpose of the model test of reading comprehension for Islamic Studies is to create an accurate instrument for measuring the students' English proficiency ability. It is also to integrate between science tests and Islamic studies for students. The model test of reading comprehension for Islamic Studies

upgrades students' literacy ability on English reading about Islamic studies.

Developing model test of reading comprehension for Islamic Studies motivates students to realize that Islamic teaching emphasizes on the importance of knowledge, manner and courtesy. The topics discussed in the model test of reading comprehension Islamic Studies are relevant to the vision of UIN SMH Banten. Not only that, students also obtain harvest a valuable Islamic value from the exercise and shape their Islamic knowledge altogether to the reading skill.

Nowadays, Center of Language Development is developing a computer-based language proficiency test system or CBT Test in UIN SMH Banten. The results of making this test model will improve the CBT Based Test system that is needed to be inputted into the test system mentioned above by integrating Islamic Studies with other general sciences in reading comprehension tests.

Hopefully, Center of Language Development of State Islamic University has an instrument for measuring the score of students' ability on reading texts for Islamic Studies accurately. It is to integrate Islamic Studies and general science in reading comprehension.

### **THEORETICAL SUPPORT**

Day & Park (2005) notes six types of Comprehension in reading test i.e. Literal, Reorganization, Inference, Prediction, Evaluation, Personal Response but only Literal, Reorganization, and Inference which are relevant to the multiple choice question type.

Hale (1988) classifies two kinds of text themes i.e. humanities & social sciences, and biological & physical sciences. He explains that reading text which discusses about the biological and physical sciences often contain references to technical terminology and concepts, meanwhile reading text that discusses about humanities and social science

materials does not contain technical information.

The Law No. 20/2003 article 3 in Munir & Hartono (2016) states: The final goal of national education does not only aim at producing brilliant Indonesian graduates (who are excellent from the academic aspect), but it has to develop students' potential to become a citizen of faith and piety of God the Almighty, a citizen who is noble, healthy, capable, creative, independent, democratic, and responsible. Then it states that character values have been a main concern of the Indonesian government in recent years. Law no. 20, 2003, clearly stipulates that the objective of the Indonesian education is to create devoted, ethical, strong, intelligent, creative, independent, democratic, and responsible human beings.

In response to the Law, Ministry of National Education has strongly urged the implementation of character education at all levels of education. The descriptions of the character education could be presented as follows: (1) religiosity, (2) honesty, (3) tolerance, (4) disciplinary, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) the spirit of nationalism, (11) love for the country, (12) rewarding achievement, (13) friendliness/communicativeness, (14) love of peace, (15) avid reading, (16) environmental awareness, (17) social awareness, (18) and responsibility (Munir & Hartono, 2016).

Character Education Partnership as quoted from Taher (2007, p.55) has created "Eleven Principles of Effective Character Education" to serve as guidelines for effective, comprehensive character education: (1) Promotes core ethical values as the basis of good character, (2) Teaches students to understand, care about, and act upon these core ethical values, (3) Encompasses all aspects of the school culture, (4) Foster a

caring school community, (5) Offers opportunities for moral action, (6) Supports academic achievement; (7) Develops intrinsic motivation, (8) Includes whole-staff involvement, (9) Requires positive leadership of staff and students, (10) Involves parents and community members, and (11) Assesses results and strives to improve.

Munir (2013) also noted that building the students' character is not only the responsibility of those who teach religion and civic education, but also all lecturers of Islamic Higher Education. Therefore, the lecturers of Reading comprehension can take part in building students' character. Since the result of his empirical study demonstrated that the use of Islamic content-based materials could positively affect students' character building, he recommended that the lecturers of English education department use Islamic materials in teaching reading comprehension.

## METHOD

This is Research and Development method which employs ADDIE technique. They are Analysis, Design, Development, Implementation, and Evaluation. This research integrates between Islamic Studies and English Linguistics. The data are reading texts unite written in English and discussing about Islamic studies and general science needed in Islam. This research focuses on developing the model test of reading comprehension only which is the third section of English Proficiency Test so that the result and discussion are deeply elaborated

## RESULT AND DISCUSSION

Research result produces a new model of reading comprehension test for Islamic Studies that consist of four test models i.e. model test TE-A, model test TE-B, model test TE-C, and model test TE-D. They are named as English

Proficiency Test for Islamic Studies Reading Comprehension. Each of the model test consists of 50% Islamic Studies and 50% general science needed in Islam.

Reading comprehension texts that discuss about Islamic Studies consists of seven themes i.e. *Al-Qur'an* 12% and *Hadith* Studies 17%, Jurisprudence (*Fiqh*) 10%, Morality (*Akhlaq*) 5%, Belief (*Tauhid*) 5%, *Mu'amalah* 7% and *Siasah Islamiyah* 4%. Reading comprehension texts that discuss about General Science consist of seven themes i.e. Economy 2%, Law 6%, Linguistics 4%, Education 8%, culture 10%, arts 15%, and politics 5%. The level of difficulty of the texts is standardized into academic reading standard that is usually used in Universities and Colleges.

## The Model Test of Reading Comprehension for Islamic Studies

The model test of reading comprehension for Islamic Studies is developed into four model tests i.e., model test TE-A, model test TE-B, model test TE-C, and model test TE-D that is called as Test of English Proficiency for Islamic Studies. The model test is developed for reducing a possibility of cheating in the test room.

Each of the model tests of reading consists of the following three types of Comprehension (Day & Park, 2005) i.e. Literal, Reorganization, Inference, because these are relevant for developing model of reading comprehension specifically for multiple choice test.

### Literal

It refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations

#### Question:

*Allah revealed His revelations to Muhammad ...*

A. *less than twenty five years*

- B. from 601 to 623
- C. from 610 to 632
- D. in more than two years

### Reorganization

It is to use information from two or more parts of the text and combine them for additional information which is based on a literal understanding of the text.

#### Text:

*Abu Abdillah Muhammad Ibn Idris al-Shafi'i or Imam Shafi'i who was born in 767 CE was a contributor of the principles of Islamic jurisprudence*

Later at the end of the text

*He passed away in 820 CE*

#### Question:

*How old was Imam Shafi'i when he passed away?*

- A. 52 years old
- B. 53 years old
- C. 54 years old
- D. 56 years old

### Inference

Inference involves more than a literal understanding because it is to combine literal information of the text with general knowledge and intuitions. The answers of the reading comprehension are based on material that is in the text but not explicitly stated.

#### Question

*It can be inferred from the passage that Hasbi Ash-Shiddiqy*

- A. *is the author of the Qur'an*
- B. *used to comment on purposes of the Qur'an in the social and legal spheres*
- C. *made the background of the Qur'anic verses*
- D. *is a great commentator of the Qur'an in Indonesia.*

### The Method that is used in Developing Model Test of Reading Comprehension for Islamic Studies in UIN SMH Banten

For achieving a good result of developing model test of reading comprehension, this research uses some techniques that are derived from ADDIE technique on a behalf of achieving a good model test of reading comprehension for Islamic Studies.

The first technique is conducting a review of the English Proficiency test questions model which was used to examine the ability to read English texts at UIN SMH Banten. It is done by the following two steps. The first step is requesting model test documents of English proficiency test that are commonly used to examine students' English language skills of UIN SMH Banten. The previous model test consist of three model test only i.e. model test TE-A, model test TE-B, and model test TE-C. Each of which includes three sections. Section one is Listening Comprehension, section two is Structure and Written Expression, and section three is Reading Comprehension. Different from the previous model test, this model test develops only one section. That is Reading Comprehension. The second step is reviewing the reading text documents and separating the parts that are still relevant and or irrelevant to Islamic Studies. The texts that are relevant to Islamic studies are texts which talk about Islam General Science is relevant at least it does not deviate to Islamic norms such as Economy, Law, Linguistics, Education, culture, technology, arts, and politics. All of those are included as materials for the developing model test of reading comprehension.

The second technique is drafting a new reading comprehension model test based on Islamic culture. It is done by following three steps. The first step is looking for sources of English reading texts in Islamic Studies from various media such as international journals, Islamic books, and other. The sources can be obtained from offline and online

media. Meanwhile most of the sources are taken from online media for effective time consume and up to date materials such as international Islamic Studies journals i.e. Journal of Islamic Studies by Oxford Academic, Studia Islamika by UIN Syarif Hidayatullah Jakarta, and Australian Journal of Islamic Studies. The second step is sorting out and selecting academic English texts based on Islamic Studies. The reading texts which are taken from the Islamic Studies Journals includes various types of discipline i.e. *Al-Qur'an* and *Hadith* Studies, Jurisprudence (*Fiqh*), and Morality (*Akhlaq*). Islamic Economy, Islamic Law (*Sharia*), Islamic Education (*Tarbiyah*), Islamic culture, Islamic arts, and Islamic politics (*Siasah*). The third step is formulating multiple choice questions. Each text consists of five to ten questions. Every question consists of four choice answers i.e. choice A, choice B, choice C, and choice D. each of which are only has one correct answer and three wrong answers.

The third technique is combining and randomizing parts of the questions in the reading comprehension test. It is done by the following two steps. The first is inserting the new draft of Islamic Studies reading comprehension questions into the old relevant reading comprehension questions that has been skimmed previously. All of those are made up to more than fifty questions and made it as a master for continuous development. The second step is randomizing parts of the questions and quizzes. The master must be copied into four files and named as model test TE-A, model test TE-B, model test TE-C, and model test TE-D. All of those are saved into a new folder. All question numbers of all texts in the reading comprehension of the model test are exchanged so there is no similarity of text number in each model test for example is exchanging the question number one to question number three and exchanging question number four to

number two. The process of exchanging the question numbers must be within the same text. It is not correct exchanging the question numbers between different texts. Exchanging the text numbers is only possible done within the same model test. As an example, suppose that the first text is the text number one although there is no number of texts. The second text is the text number two until the last text respectively. The numbers of the texts which are followed by its questions are exchanged so there is no similarity among the model test. For maximizing a prevention of possibility of cheating among participants in the test, randomization is not only exchanging the numbers of texts but also exchanging the choice answer. The example of exchanging the choice is like exchanging the position of answer 'a' to the position of answer 'b', the position of answer 'c', or the position of answer 'd'

The fourth technique is discussing the document of the model test of reading comprehension for Islamic Studies with some experts. It is done by the following six steps. The first step is coordinating for the discussion of the model tests by inviting some experts. It is a simple meeting in order to discuss the question model. The coordination of the discussion was carried out both online and offline. A simple meeting was held at the Language Development Center office on October 8, 2019. The second step is inviting experts in their fields, namely English language experts and Islamic culture experts. It is done to discuss the test model together so that a mutual agreement is reached. Experts in the field of English and experts in the field of Islamic culture are both invited from the Center of Language Development. The English linguist who also served as the head of the Center of Language Development as well as the second author of this paper is Moh. Nur Arifin, M.Pd. The Islamic Culture expert who also served as senior staff at Center

of Language Development is Jamridarizal, S.Ag., S.S., M.Hum.

The third step is presenting and discussing the contents of the reading comprehension test and deciding which the appropriate question model to use is. Presenting the new model test of the Reading Comprehension for Islamic Studies in front of experts namely English linguists (Moh. Nur Arifin, M.Pd.) and Islamic cultural experts (Jamridarizal, S.Ag., S.S., M.Hum.). The model test consists of four different model test, namely model test TE-A, model test TE-B, model test TE-C, and model test TE-D. The experts are given four model tests for each expert so that they can make some notes on each of the sheet.

The fourth step is collecting all suggestions from the meeting participants and considering them to improve the question model quality. It is done by accommodating suggestions from experts and other participants and considering them for improving the model test. The fifth step is revising mistakes and correcting errors in both content style and writing system. The corrections are on the attachment of key answers, and the balance between reading comprehension texts that are purely based on general science and reading comprehension texts that are based on Islamic culture. Both texts of Islamic Studies and texts of general science are 50% for each model test. The sixth step is validating the final document of the model test before use.

The fifth technique is proposing the document of the model test of the reading comprehension that has been fixed to the chief of Center of Language Development of UIN SMH Banten. It is done by two techniques. The first technique is submitting the final document of the model test that has been finalized so that those can be ACC by the chief of PPB. The second step is printing and reproducing the model test of reading comprehension for Islamic Studies and

using it to measure the ability of reading English texts for Islamic Studies.

### **Examples:**

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