

Developing Islamic Instructional Descriptive Reading Materials for the Seventh Graders

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Abstract: Developing Islamic instructional descriptive reading materials for the seventh graders. **Objectives:** This study aims at developing a dynamic teaching-learning process by integrating Islamic values materials to improve student learning outcomes. **Methods:** This study applies design research (Akker, 1999) the data were collected through questionnaires, validity tests and effectiveness of Islamic values developed as instructional descriptive reading materials through stages designed according to Akker models. **Findings:** The results of the validity testing showed that the developed product is feasible instructional materials for improving students' learning outcomes (average score 3.66). The result of pre-test showed that 9.30% students achieved the benchmark, while in the field test (post-test) 88.37% achieved the benchmark. It shows that the developed product has potential effect. **Conclusion:** Islamic values are effective to be integrated in Islamic instructional descriptive reading materials for the secondary school students.

Keywords: design research, Islamic instructional reading materials, descriptive text.

Abstrak: Mengembangkan bahan bacaan deskriptif instruksional Islam untuk siswa kelas tujuh. **Tujuan:** Penelitian ini bertujuan untuk mengembangkan proses belajar-mengajar yang dinamis dengan mengintegrasikan nilai-nilai Islam dalam bentuk bahan bacaan deskriptif untuk meningkatkan hasil belajar siswa. **Metode:** Penelitian ini merupakan penelitian pengembangan (Akker, 1999). Data dikumpulkan dengan menggunakan kuesioner, tes kelayakan, dan efektifitas nilai-nilai Islam yang dikembangkan sebagai bahan bacaan deskriptif instruksional. **Temuan:** Hasil dari pengujian validitas menunjukkan bahwa produk yang dikembangkan layak untuk meningkatkan hasil belajar siswa (skor rata-rata 3,66). Hasil dari pretes menunjukkan 9,30% siswa mencapai KKM, sementara pada uji lapangan (postes) 88,37% siswa mencapai KKM. Hal ini membuktikan bahwa produk tersebut memiliki efek potensial. **Kesimpulan:** Nilai-nilai keislaman efektif diintegrasikan dalam materi bacaan deskripsi bernuansa Islam untuk siswa sekolah menengah.

Kata kunci: penelitian desain, bahan bacaan instruksional Islam, teks deskriptif.

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■ INTRODUCTION

Reading ability is the main foundation that should be possessed by the people, along with the development of printed media as communication devices. For both academic and common society, the ability to read is “the main foundation skills for all school-based learning,” (Ruedel & Mistrett, 2004, p.1), and it may improve community participation in a very complex social environment by engaging in literacy activities that lead to a lifetime habit of reading. Additionally, reading in a foreign language is the main goal of gain in knowledge of and the most essential talent in a foreign language (McDonough & Shaw, 2003).

One of the genres in the reading material is descriptive text. Gerot & Wignell (1994) state that descriptive text is a text that describes a particular person, place, or thing. Anderson & Anderson (2003) also assert that descriptive text describes particular subjects. It means that descriptive text is designed especially about a person, a place, or things by describing its feature without including personal opinions. To make explanations as real, the writer must write specific details to appeal to the readers' sense. The descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Barbara (2004) explains that the description gives a full-size point of view as it transforms our feeling and extends our experiences.

However, Islamic based schools especially Islamic-integrated education has the main problem about Islamic reading materials. The main problem in Islamic based schools is resource of Islamic-integrated reading materials (Cahyo et al., 2019). Moreover, Fitry (2018) finds that 60 % of instructional English material in Islamic schools does not match with the Islamic students. Meanwhile, English teachers in Islamic schools still take teaching resources from a common textbook in the market and the central

government. The quality is standardized but often not suitable for improving Islamic values in Islamic schools, especially if the textbook was used by madrasah or Islamic based school. Considering the number of Muslim and Islamic based schools in Indonesia, developing a material based on Islamic explanations and values is necessary. The material supported both Islamic based school and national education goals.

In Islamic schools, descriptive texts containing Islamic material are essential things that should be taught to Islamic students when they are learning English (Baytiyeh, 2108). Furthermore, Umam (2014) reports that teaching English in *Pesantren*, Islamic based schools needs to maintain Islamic values. He also asserts that The challenges to face globalization and ASEAN Economic Community require the student to have “identity”, ideology, concept, and values to survive and to gain a significant role in the community. Furthermore, optimizing the use of instructional Islamic materials enhances teachers to have multi-qualification in Islamic knowledge and English language teaching.

Some facts found that the teachers still face difficulties in developing instructional reading materials, they always use the material sources from the government or other publishers (Sholeh, 2011). Indonesia Blockgrant Program 2010-2011 reports that the number of teachers who develop the instructional materials and prepare learning materials is still in the range of 20%-30%. The rest 70%-80% of teachers do not develop instructional materials. Especially, there is no creativity for teachers to initiate developing Islamic instructional reading materials in Islamic schools. Besides, the English textbook does not contain the material which was suitable for an Islamic-based school (Fitriyah, 2018). In an informal interview was conducted by distributing the questionnaire to the 43 students in grade seven of SMP Islam Terpadu Bina Insani Kayuagung held in September 2019, the questionnaire was

used to analyze the percentage of the students needs related to English teaching-learning process. Based on the analysis, the students stated that they only had the textbook from the government used at school. The questionnaire also was given to the English teachers in SMP IT Islam Terpadu Bina Insani to analyze their English teaching-learning process. Based on the result of the questionnaire it showed that the English teachers mostly used English textbooks from the government in teaching. Moreover, they never integrated English Instructional in the 2013 curriculum with Islamic materials based on the Islamic school background.

Based on the explanation above, one of the ways to integrate Islamic content into English instructional reading materials in SMP Islam Terpadu Bina Insani Kayuagung is by developing Islamic instructional descriptive reading materials for the seventh graders.

Some studies have been conducted related to relating to developing materials for Islamic school students. Those studies have shown that developing Islamic instructional reading materials are effective for the Islamic based schools. Moreover, The Islamic reading materials has potential effect in teaching learning process, since it can improve the students' motivation and students' reading achievement. (Octarina, 2018; Faridi & Bahri 2016; Syafitri, 2015). Moreover, to improve Islamic students' reading comprehension based on the students' needs, the teacher should provide appropriate reading materials. The developed materials can improve the students' reading comprehension achievement if it is valid, practical, and had a potential effect in the teaching-learning process (Fitriyah 2018; Inderawati, Agusta, Sitinjak, 2018, Sopian, Inderawati, & Petrus, 2019; Elviana, Inderawati, & Mirizon, 2020).

In another study Hendra (2017) developed Islamic content-based materials in teaching vocabulary at English Department of Tarbiyah and

Teacher Training Faculty of IAIN Batu Sangkar. From his study, he assert that providing Islamic vocabulary for Islamic Students can improve students' skill to comprehend Islamic text. Moreover, the students also had critical thinking competence to overcome the Islamic issues. He also adds that the English lecturer should select the vocabulary in line with Islamic students' needs. Furthermore, Faridi & Bahri (2016) developed English Islamic narrative story reading model in Islamic Junior High School involving 7 public and private Islamic Junior High Schools in Central Java. The result of students' need analysis from the 7 Islamic Junior High Schools in west java it presented that 71% of Islamic Junior High Schools do not integrate Islamic reading material in English teaching-learning process. Meanwhile, there are 60% of students love narrative stories about the prophets, 20% love humor, and 20% of students love friendship themes. Based on the result of analysis above it meant that the developed English Islamic materials in Islamic schools needed to be developed because it could improve students' motivation and achievement in English teaching-learning process.

Therefore, based on the fact which is faced by Islamic schools related to the unavailability of Islamic descriptive reading texts, the objectives of this study were to develop Islamic instructional descriptive reading materials for the seventh graders of SMP Islam Terpadu Bina Insani Kayuagung which had good validity, practicality, and potential effect.

METHODS

Participants

This study applied the research design method proposed by Akker (1999) model. In this study a product was developed in the form Islamic instructional descriptive reading materials. Its feasibility as instructional reading materials is validated by media and material experts. Two lecturers from Sriwijaya University were involved

as the experts to review the developed product, they are expert in the content and instructional design of the developed product. Students of SMP Islam Terpadu Bina Insani Kayuagung were also participated in evaluating the developed product. Three students involved in one-to-one evaluation. They were chosen based on their reading level ability, which was categorized into low, medium, and high reading level, in small group evaluation, nine students also participated selected based on their reading level; three students categorized in low level, three in medium, and three in high reading level. In a field test, 43 students from the real class were involved. Previous students who took one-to-one and small group evaluations were not involved anymore in the field test.

Research Design and procedures

By adopting and modifying the research design provided by Reeves, 2006 (in Jan van Akker, 2010), this research is divided into four procedures i.e. analysis, design, evaluation, and revision.

In this study the product was developed in the form of Islamic instructional descriptive reading materials for the seventh graders.

Data Collection Tools

Data was collected through analysis, questionnaires, and evaluations. The first phase that should be conducted by the writer were instructional analysis and students' needs analysis. The instructional analysis was conducted to analyze in terms of basic competence, learning indicators, and learning objectives that relate to materials by checking the syllabus of the seventh graders, meanwhile, students' needs analysis was aimed to get the preliminary information about their needs on English reading materials used by them. The reading level of the students was measured using Informal Reading Assessment

(Jennings, Caldwell, & Lerner, 2006). In the design stage, Islamic instructional descriptive reading materials for the seventh graders were designed which was matched with students' reading level. Finally, in the evaluation and revision stages, a formative evaluation was conducted, applying a model proposed by Tessmer (1993), it was aimed to assess the developed product. This evaluation consisted of self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field tests. Some instruments were used to check the validity, practicality, and potential effect of the developed product i.e.: questionnaires and reading comprehension tests.

Data Analysis Technique

The validity and practicality of the developed product were determined by calculating the average score of the gained scores from the two experts' reviews through questionnaires for validity. Besides, the practicality of the developed product was obtained from students after they filled the questionnaires. The questionnaires for students were distributed in one-to-one and small group evaluations.

Meanwhile, the potential effect of the developed product is evaluated by calculating the percentage of the number of students who achieved the benchmark ($KKM=70$). The result of the percentage calculation is classified into these benchmarks: 0% – 40% is categorized very poor, 41%-55% is poor, 56%-70% is average, 71%-85 is good, and 86%-100% is excellent (SMP Islam Terpadu Bina Insani Kayuagung, 2019).

RESULT AND DISCUSSION

Analysis Phase

The instructional analysis was the first phase to do before the writer designed the developed product. In this stage, the writer analyzed the curriculum in terms of basic competence,

indicators, and learning objectives of English for the seventh graders. There were two curriculums applied in SMP Islam Terpadu Bina Insani Kayuagung, the 2013 curriculum, and the integrated Islamic curriculum. The writer focused on one *KD* (basic competence) that was understanding social function, text structure, and language features of descriptive text. The developed instructional reading materials were combined with Islamic values that were taught in the school. The students were expected to be able to identify the social function, structure of the text, and the language features of the text. In the instructional analysis, the English textbook provided by the government was one of the aspects that should be analyzed. There were two descriptive texts in the English textbooks, *Edo's*

House and *I are Proud of Indonesia*. The readability of these texts was measured using Flesch Kincaid Grade Level. The result of readability showed that the scores of those two texts were 36.5 and 48.6. Nevertheless, there were no Islamic values which were collaborated with the Islamic curriculum and the 2013 curriculum in those texts. Therefore, it became the main reason to develop instructional descriptive materials based on Islamic values.

Students' Needs Analysis

In this phase, the writer distributed the questionnaire to the seventh graders to obtain information about the students' needs. The questionnaire consisted of 12 questions. The result of students' needs analysis can be seen in table 1 below:

Table 1. The result of students' needs analysis

No	Students' Need Analysis Result
1	The students (91,4 %) use English textbooks from central government. The students didn't (8,6 %) used textbooks.
2	The students (74,3%) used textbook from the government only as learning sources. The other students (25,7%) used dictionaries, noted from the teachers as their learning sources.
3	The teaching and learning English were good and understandable (54,3%), Good enough (5,7 %), challenging (2,9 %), Excellent (2,9 %), difficult enough (5,7%), interesting enough (8,6%), less effective (2,9%) because lack of facilities, and interesting (11,4%).
4	The reading text in the text in their textbooks were interesting (2,9%), clear enough (2,9%), not use textbook (22,8%), difficult enough (5,7%), insufficient (5,7%), good (14,2%), understandable (22,9%), difficult enough (5,7%), helpful (11,4%), and already complete (2,9%).
5	The number of reading texts were insufficient (45,7 %), sufficient (48,6%), and rather sufficient (5,7%).
6	Descriptive as types of text they learned in the seventh grade (97,1%) and already forgot (2,9%)
7	The reading text that they have learned did not contain Islamic reading materials (65,7%), 8.6% students stated yes, and 25,7% stated uncertain.
8	The teacher never taught Islamic based reading materials (82%), ever taught it (11,4 %) and forgot about it (5,7%).
9	The teachers used other references or sources from the internet or other textbooks

- in teaching English (71,4%), did not use it (25,7%), and did not know about it (2,9%)
- 10 The teachers accessed reading sources from the internet in learning English (42,9%), did not access it (57,1%).
- 11 The students agreed if there is supplementary reading materials related to Islamic content (98,1%) students did not respon (11%)
- 12 The students accessed internet to support their English learning (80,2%) meanwhile 20% students did not use it.
- 13 The favorite genre of the text in grade seven was descriptive text (80%) meanwhile (19,2%) students stated uncertain.
- 14 Descriptive text is as the difficult genre of the text (34, 3%), it was no difficult in descriptive text (11, 4%), and 11, 4% students had inappropriate answer.
- 15 Learning Islamic instructional descriptive reading materials was important to improve their knowledge, to apply Islamic values in daily life and to obey the islamic rules. (96%) and 40% students stated uncertain

18 Based on the result of the questionnaire above showed that (1) the students only use the English textbook from the central government (91.4%); (2) the teachers were not interested in using Islamic instructional descriptive reading materials (82%); (3) the reading texts that they had learned did not contain Islamic materials (65.7%); and (4) the students agreed if in English teaching-learning process using supplementary reading materials with Islamic content were provided (98.1%).

Students’ Reading Level Analysis

The next analysis was to determine the students’ reading level before they were given the developed product. To measure students’ reading level in grade seven the writer used Jennings Informal inventory developed by Dr. Joyce. Five level reading texts which distributed to the students, level 1, 2, 3, 4, and 5. The students who participated in that measurement were 43.

The result of this analysis is described in table 2 below:

Table 2. The distribution of students’ reading level (IRI)

Text Levels	Reading Stages					
	Frustrational (CN: ≤ 4)		Instructional (CN: 5-6)		Independent (CN: 7-8)	
	N	%	N	%	N	%
1	15	34.9	13	30.2	15	34.9
2	16	39.5	16	37.2	11	25.6
3	11	25.6	28	65.1	4	9.3
4	14	32.6	16	37.2	9	20.9
5	24	55.8	17	39.5	4	9.3

*CN = Correct Number

N = Number of Students

Adapted from Jennings, Caldwell, & Lerner (2006)

16 Based on table above, it can be seen that 34.9 % of students achieved at the independent stage for the text in level 1. For the text in levels 2, 4, and 5 there were 25.6%, 20.9%, 9.3% students had already obtained independent stage respectively, while, for level 1,2,4, and 5, 34.9%, 39.5%, 32.6, and 55.8% students were at frustrational stage, and 65% students were in

instructional stage. Therefore, it can be concluded that students' reading levels of SMP Islam Terpadu Bina Insani Kayuagung were level 3 since the biggest percentage of students belonged to the instructional. The students' reading level was used to determine the readability of the

developed Islamic descriptive reading materials. The assessment of text readability is an essential aspect of the teaching and learning process to find out the suitability of the text with the students' reading level. The developed reading material was understandable if it matched with students' reading level. The concept of readability has been defined in various ways. Dubai (2004) defines that readability is the text that is easier to read and understand and it plays an important role in the teaching-learning process. It refers to how easy a written text is to read and comprehend. It implies that when the text is hard to read and is not easily understood it means that the written text is unreadable.

Design Phase

In the design phase, the first thing to do was identifying the syllabus of the 2013 Curriculum based on the basic competencies and indicators of the developed Islamic instructional descriptive reading materials. In designing the products, the basic competencies, indicators, and learning objectives were determined and written; materials of Islamic descriptive reading materials in the form of description were written; a reading comprehension test was constructed. To determine the readability level of Islamic instructional descriptive reading materials those reading texts were analyzed automatically by using an online readability formula which was called Flesh Kincaid (i.e: <http://www.readabilityformulas.com>).

There were 14 Islamic instructional descriptive reading materials developed. The texts developed entitled; *Allah سبحانه و تعالی*, *The Prophet Muhammad صَلَّى عَلَيْهِ اللهُ وَسَلَّمَ*, *The Holy Qur'an*,

The Five Pillars of Islam, Prayers, Abu Bakar Ummar Bin Khatab رَضِيَ اللهُ عَنْهُ, Ali Bin Abu الله رَضِيَ اللهُ عَنْهُ, Mecca, Masjidil Haram, Zamzam Wells, Medina, Al Aqso Mosque, and Eid al Fitr. The reading materials

reading material was simplified in the form of descriptive text to 100-236 words. To match the developed Islamic descriptive reading materials with the students' reading level, they were calculated automatically by using online tool Flesh Kincaid (<http://readability-score.com>) to determine their level their readability levels. The procedures of calculating the materials were (a) type of the texts; (b) open the readability score.com; (c) copy each text to the online calculation tool and a result of the text readability level could be seen automatically; (d) if the result of the text readability level was above levels 1, 2, 3, 4, and 5, some words would be changed with the familiar ones. The last procedure was done several times so that the texts were matched on levels 1, 2, 3, 4, and 5.

The 14 developed Islamic descriptive reading materials; nine developed materials consisted of nine passages that were used as reading materials and five passages for reading comprehension tests. Besides, the passages both in reading materials and reading comprehension tests were the ones that matched the students' reading level in the seventh graders of SMP Islam Terpadu Bina Insani Kayuagung. It was found that one text exactly matched with students' reading level, 2 texts were above the students' reading level, and 2 texts were below the students' reading level. Since the reading level of the seventh graders was level 3, the writer developed the reading materials for levels 1, 2, 3, 4, and 5.

There were some exercises provided for each Islamic instructional descriptive reading materials (multiple choice questions, true and false statements, and matching the words). While, there were 40 multiple choice questions for reading comprehension test which covered some aspects,

such as the ² main idea, detail, cause and effect, inference, sequence, reference, and vocabulary.

**Evaluation and Revision Phase
Self-Evaluation**

In this stage, the developed Islamic descriptive reading materials were checked by the writer. The writer found some mistakes in misspelling, capitalization, punctuation, and ungrammatical sentences. From this findings those mistakes were revised by the writer and was ready for validation by the experts.

Expert Review

In this stage, experts checked the validity of the developed Islamic instructional descriptive reading materials. The developed reading materials which had passed the self-evaluation were given to experts. After checking the texts, the experts filled the five-scale ³ questionnaire as the benchmark in determining the validity of the developed product. In terms of content, the expert stated that the product was valid with revision. From the validation sheet, the average score of content was 3.53 it was categorized as Very High Validity, there were also some comments from the expert related to some parts that need to be revised. Some aspects were revised, such as linguistic aspects, the appropriateness of the content with the students' needs, the accuracy, content, and exercises, and evaluation.

In terms of Instructional design, the expert checked the developed product by filling the questionnaire to evaluate the validity of the developed product. After conducting the evaluation, the expert stated that the instructional design of the developed product was valid without revision. The result of the validity level of the developed product are shown in Table 3

Table 3. Validity level of the product

No	Aspects	Category	Score	Remark
1	Content	Very high validity	3.53	SA
2	Instructional design	Very high validity	3.79	SA
Average Score		Very high validity	3.66	SA

*SA = Strongly Agree

Based on the level of validity in instructional design, it is presented that the average score of the instructional design was 3.79 which can be categorized into Very High Validity. The total average score that achieved from content and instructional design was 3.66, which means that the developed Islamic instructional descriptive reading materials had Very High Validity.

One-to-one Evaluation

In this stage, three students from a high, medium, and low level of students' reading test were evaluated simultaneously. The writer taught the students in grade seven for 40 minutes by explaining about the developed product that would be learned. The students read 4 developed Islamic reading materials and they also filled out the questionnaire related to the developed product. The four of the developed product was as prototype 1. The writer checked whether they belong to frustration, instructional, and independent reader classification. From the total of 20 items ²⁵ the questionnaire filled by the students in one-to-one evaluation, the average score of the questionnaire was 3.27, which means that prototype 1 was in very high practicality. The questionnaire had four aspects such as the

appropriateness between material and students' characteristics, content presentation, exercise and evaluation aspect, and attractiveness of the content. The result of the questionnaire is presented in the following table:

Table 4. The summary of practicality in one-to-one evaluation

Aspects	Average Score	Category
The appropriateness between students' characteristic	3.32	High Practicality
Content Presentation	3.31	Very High Practicality
Exercise and evaluation aspect	3.20	Very High Practicality
Attractiveness of the content	3.28	Very High Practicality
Total Average	3.27	Very High Practicality

Small-Group Evaluation

In this phase, the writer taught Islamic descriptive reading materials for 40 minutes before distributing the developed product and questionnaire to the seventh graders. The questionnaire was filled out after they had read them. The students involved were not the same as those who evaluated the product in one-to-one evaluation. The five developed Islamic instructional descriptive materials which were delivered to small group evaluation. These five developed materials were as prototype 2. There were nine students involved in small group evaluation. Each of three students corresponded to frustration, instructional, and independent reader.

The questionnaire given to the students in small group evaluation was intended to

determine the practicality of developed Islamic descriptive reading materials. There were 20 questions and four aspects of the questionnaire in small group evaluation. The aspects which were evaluated were the same as in one-to-one evaluation. Students' comments in the questionnaire were

used as the basis to determine the practicality of the developed product. The average score from the nine students was 3.36 which was at a very high practicality level. The summary is presented in the following table.

Table 5. The summary of practicality in small group evaluation

Aspects	Average Score	Category
The appropriateness to students' characteristic	3.37	Very High Practicality
Content Presentation	3.36	Very High Practicality
Attractiveness of the content	3.29	Very High Practicality
Exercise and evaluation aspect	3.44	Very High Practicality
Total Average	3.36	Very High Practicality

Field Test

To know the students' prior knowledge before doing real teaching using the developed product, the students were given a pretest. It was intended to know the potential effect of Islamic instructional descriptive reading materials. There were 40 multiple-choice items of the reading comprehension test. Field test involved 43 students in a real class of seventh graders of SMP Islam Terpadu Bina Insani Kayuagung. There were The students who participated in one-to-

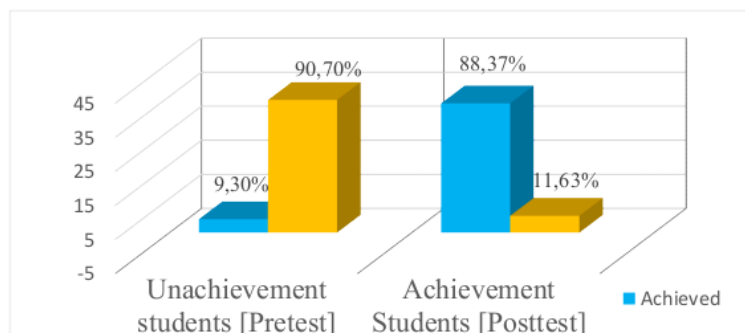
one and small group evaluations were not involved in any more in-field evaluation.

In the f²⁴ meeting, the pretest was administrated to the students to know students' reading comprehension achievement before using the developed Islamic instructional descriptive reading materials. The reading materials for the pretest were taken out of the developed product. After the pre-test was given, the writer conducted the instructional activity in two meetings; first meeting for teaching the developed product in prototype 1 and the second meeting for teaching the developed materials in prototype 2, learning in the second meeting was conducted in a different day. The stages carried out in learning activity as follows; first, the writer explained the learning objective of the Islamic descriptive text to the students in grade seven. Second, after the explanation being done the writer distributed the developed materials to the seventh graders. To check the practicality of the developed materials, the students filled out the questionnaire concerning Islamic instructional descriptive reading materials. After completing the instruction, in the next

meeting the writer gave a posttest to the 43 seventh graders. 40 multiple choice questions of five passages for reading comprehension tests were administrated to the students. The five passages for reading comprehension tests were taken from the developed Islamic descriptive reading materials. It was meant to know the students' reading achievement after applying the developed product.

The result of the students' score in pretest showed that there were 4 students (9.30%) reached the minimum mastery criterion which was 70 and there were 39 other students (90.70 %) obtained a score below the intended result score. From the result of the students' score in the posttest, there were 38 students (88.37%) obtained score exactly or above 70, and 5 other students (11.63%) whose score was below 70. Based on these results, it can be concluded that there was an improvement in the students' scores after using the developed Islamic instructional descriptive reading materials. The improvement of students' reading achievement is presented in the following figure 1 below.

Figure 1. Comparison of pretest and posttest result of the seventh graders at SMP Islam Terpadu Bina Insani Kayu agung. Sources result data processing, 2020



Based on figure1, the number of students who reached the intended result score increased after they were taught using the developed product, Thus, the developed Islamic instructional descriptive reading materials could be used in Islamic schools because it improves the students' reading achievement.

In the prev²³s study, Syafitri (2015) developed Islamic reading material for the grade eight students of Islamic Junior High Schools (MTSN). She states that Islamic instructional reading material is effectively used in Islamic based schools because it can improve the students' motivation and reading comprehension

achievement. In line with Syafitri (2015), the current study was aimed at developing Islamic instructional descriptive reading materials for the seventh graders. This study applied design research to develop Islamic instructional descriptive reading. Design studies are one of the academic research in which the alternative of solutions is developed to overcome complicated educational problems (McKenney & Reeves, 2012). Meanwhile, Richey, Klein, & Nelson. (2005) state that design studies focus upon a given instructional product, program, process, or tool. Design research as the process used to develop and validate the English reading materials about Islamic values for Islamic students especially in SMP Islam Terpadu Bina Insani Kayuagung. The procedures in this research are proposed by Akker (1999).

Based on the findings in the research result, it is found that the students had never used Islamic descriptive reading materials in teaching-learning activity. Some factors as the main cause of those conditions. Firstly, there were no Islamic materials which were collaborated with the 2013 curriculum. Secondly, the teachers also did not want to use Islamic descriptive Instructional reading materials in their teaching-learning activity because they did not know how to develop Islamic instructional reading materials. Thirdly, they also did not have the creativity in developing supplementary materials based on the Islamic school background. These conditions were not in line with the National Ministry Education Regulation number 41 of 2007 concerning Process Standards which expected the teachers should be able to develop teaching materials as a source of learning. Fourthly, mostly the English textbooks from the central government were used by the Islamic students. Teachers considered that the students' needs for instructional reading materials had been fulfilled by the English textbook from the government.

They thought that no need to develop supplementary reading materials for their students.

This paradigm needs to be changed to improve the teaching-learning process.

Analysis of the students' needs was done once to the seventh graders before developing Islamic instructional descriptive reading materials. It aimed to obtain preliminary information about the students' needs related to Islamic reading materials, the questionnaire was distributed to the students in grade seven. Based on the result of students' needs analysis, it was found that most of the seventh graders in SMP Islam Terpadu needed Islamic reading materials. Based on the situation, the present study gave the solution to solve the problem related to teaching English in Islamic schools by developing Islamic instructional descriptive reading materials for the seventh graders. Since the developed product made the students felt more enthusiastic in learning descriptive reading materials and it also improves the students' reading achievement. One way to make learning activity more effective, efficient, and enjoyable was by developing instructional media based on local culture (Elviana, Inderawati, & Mirizon, 2020).

In a previous study in which the developed Islamic reading materials (Syafitri, 2015) were used to provide appropriate reading materials with the Islamic-based school of MTsN Model Jambi. It revealed that Islamic reading materials were effective to use in Islamic-based schools.

In line with the previous study, developed Islamic descriptive instructional reading materials for the seventh graders of SMP Islam Terpadu Bina Insani Kayuagung was effectively used. It could be seen from some results of tests, such as self-evaluation, one-to-one evaluation, small group evaluation, and field tests.

These evaluations were conducted to determine the validity, practicality, and potential effect of the developed product. Self-evaluation was done by the writer to check and correct some mistakes in spelling and grammar of the developed product. There were two determinants to determine the quality of the developed product,

experts' and students' comments. Two experts were involved as the validator for those developed products; one for the content and another one for instructional design. The experts' comments as a review phase were the basis to determine the validity of the developed product.

The practicality was obtained through one-to-one and small group evaluations. The participated students were taken from high, medium, and low-level students. The potential effect was determined by conducting field tests.

The Validity of Instructional Reading Materials

There were two experts involved to review the developed product, one for content aspect and one for instructional design. Those experts reviewed and validated the product by checking them using a Likert scale 1 to 5 on the experts' questionnaires. Comments and suggestions were needed from these experts to be used as the improvement of the developed product. In terms of the content, the expert stated that the product was valid with revision. While, in terms of instructional design, the average score of the instructional design was at the Very High Validity category. The total average score achieved from two aspects can be claimed that the developed Islamic instructional descriptive reading materials had Very High Validity. Thus, it can be concluded the developed Islamic instructional descriptive reading materials for the seventh graders were valid, practical, and also effective to apply.

The Practicality of Instructional Reading Materials

The practicality of the developed product was evaluated with one-to-one evaluation. It belonged to very high practicality. In the small group evaluation, the writer taught Islamic descriptive reading materials to the students. In this case, the developed product which was used in small group evaluation as prototype 2. Nine

students were involved in small group evaluation. They were not the same as those who were evaluated in one-to-one evaluation. The developed materials were practical at a very high practicality level. In conclusion, All aspects of practicality had been examined, and the result showed that the average score of two evaluations in developed Islamic instructional descriptive reading materials was 3.66 it belonged to Very Highly Practical.

The Potential Effect of Instructional Reading Materials

The effectiveness of the developed product in Field test involved a real class of seventh graders of SMP Islam Terpadu Bina Insani Kayuagung. There were 43 students participated in this test. Excluding those who took one-to-one and small group evaluations. Before carrying out learning activities the writer gave a pretest to the students to know students' reading comprehension achievement before using the developed Islamic instructional descriptive reading materials. The potential effect of the developed product can be seen in the result of the students' scores. The improvement of students' reading achievement after they were taught using the developed Islamic instructional descriptive reading materials.

The concept of teaching material design guidance by integrating Islamic instructional reading materials with the 2013 curriculum became a basic reference to improve the students' reading comprehension in Islamic instructional descriptive reading materials based on the Islamic-school background. Moreover, reading Islamic descriptive text gave the students insight into the nature of life.

CONCLUSIONS

In teaching English, a teacher may simply adopt instructional materials available or adapt the materials in case they do not suit their needs.

If those two conditions are not possible, then he or she needs to develop one that fulfils his or her teaching needs.

In this study, instructional materials that are based on Islamic values were not available at the site school of SMP Islam Terpadu Bina Insani Kayuagung, rather a textbook that has secular values provided by the central government was used and became the only source of learning at this Islamic school. So, providing or developing instructional materials has Islamic values became an urgent need. This study was aimed at developing instructional Islamic reading materials that are valid, practical, and has a potential effect. Applying a series of procedures involving analysis, design, evaluation, and revision phases, a developed product could be made. This product was developed by considering some issues such as teacher's knowledge, teacher's view toward Islamic reading materials, Islamic school's vision, and the learning realization.

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