

DEVELOPING ISLAMIC-BASED READING MATERIALS IN GENRE-BASED CONTEXT FOR THE EIGHTH GRADERS OF MTsN MODEL KOTA JAMBI

Dewi Syafitri

STKIP PGRI Lubuklinggau

Email: dewisyafitristkipllg@gmail.com

Abstract

The purpose of this study was to find out whether the developing Islamic-based reading materials in genre-based context were valid, practical and had potential effect for the eighth graders of MTsN Model Kota Jambi. Developmental research proposed by Akker (1999) i.e analysis, design, evaluation and revision was applied in this study. In the evaluation phase, formative evaluation model proposed by Tessmer (1993) was used (i.e self evaluation, expert review, one to one, small group and field test). There were 3 students participating in one to one evaluation, 9 students in small group and one class (34 students) in field test. There were also two validators in reviewing the Islamic-based reading materials in genre-based context. 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 86.8. The potential effect of the product could be seen from the average score of students' achievement in field test. The score was 92.8 meaning that the score was higher than the criterion of minimal mastery (KKM) of English subject in MTsN Model Kota Jambi (75). Therefore, the product had potential effect categorized in very good level.

Keywords: *developmental research, Islamic-based reading materials, genre-based context, reading skill*

INTRODUCTION

Materials for language learning is anything that can be used to facilitate the learning of a language. Materials can be in the form of coursebook, 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 stated 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).

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.

Many coursebooks are available in form of printed or electronic books. These books are designed by experts who really understand about the principles, theories of teaching and learning and educational system. They are produced in line with curriculum which contain guidance and practice for National Exam. Coursebooks can give learners sense of security. Learners can look ahead to see what is coming next and review what has been occurred and use it for self-study (Rohmah, 2009).

Islamic school (*Madrasah*) is a school in Indonesia which is similar to common school but this school tends to serve religious value in the curriculum. *Madrasah* follows the curriculum developed by the Department of Religious Affairs and, as the name suggests, use Islam as the curriculum's foundation (Suryadarma, Suryahadi & Sumarto, 2006). MoRA (2003, p.73) (as cited in Ali, Liets, Nugroho, Furqon, Zainul & Amelia, 2011) noted that the comparative advantage madrasah education offers is its “emphasis on attitudes, values and behaviour, as well as knowledge” by integrating general and religious education. In curriculum 2013, there are three major aspects as the goals of education which are knowledge, skill, and behavior of which the good characters are reflected in behavior (Kementerian Pendidikan dan Kebudayaan, 2012). In addition, based on Government Regulation No. 13 Year 2010 about the management and implementation of education, students are required to have the faith to The One and Only God, knowledge, skills, good character, health, independence, confidence, tolerance, critical thinking, creativity, innovation, democracy, and responsibility (Kementerian Pendidikan dan Kebudayaan, 2013). There are 40,258 madrasah in Indonesia but only 4,000 are fully funded by government and also these schools are only the educational system in isolated area which is the society is the poorest members (Rohmah, 2010). This situation results in a problem in which some of the schools use limited textbooks that are provided only by the school.

Rohmah (2009) found that 20% teachers in East Java and West Nusa Tenggara never adapted the material in the coursebook because they felt that they did not have enough knowledge or time to do it. She also stated that 54% of the teachers in West Nusa Tenggara and 60% in East Java commented that there was no Islamic content in the available coursebooks.

The teaching of English of MTsN Model Jambi for eight graders is done in five hours in a week with 40 minutes for each hour (MTsN Model Kota Jambi: 2013). It includes the teaching of four language skills; speaking, reading, writing and listening. There are three types of texts such as narrative, recount and descriptive texts that should be taught by the eighth grade teachers in teaching reading skills.

Based on the informal interview held on November 2013, 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 textbooks had to be returned to the school after the lesson was over. Therefore, the students needed more materials in learning English in order to improve their reading skill.

Based on the explanation above, the objectives of this study were (1) to find out whether Islamic-based reading materials in genre-based context for eighth graders of MTsN Model Kota Jambi were valid, (2) to find out whether Islamic-based reading materials in genre-based context for eighth graders of MTsN Model Kota Jambi were practical, and (3) to find out whether Islamic-based reading materials in genre-based context for eighth graders of MTsN Model Kota Jambi had potential effect.

METHODS

Developmental research method was applied to develop Islamic-based reading materials in genre-based context in this research. Developmental research label has been used to various kinds of research approaches that are related to design and development work (Akker, 1999). He also states that developmental research aim to design a product for certain purposes through certain procedures, i.e. analysis, design, evaluation and revision. In the evaluation phase, formative evaluation model proposed by Tessmer (1993) was used in this research.

This research was conducted at MTSN Model Kota Jambi. The population of this study was eighth grade students consisting of six classes in academic year 2013/2014. The results of students' English achievement in the report card were used as a reference in selecting subject of study. There were three students for one to one evaluation, 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.

The procedures that were used in this development research are proposed by Akker (1999, p.7) which are described as follows:

a. Analysis

Informal interview was done to identify the problem faced by teachers and students as explained briefly before in the background. In this phase, the Islamic-based reading materials in genre-based context based on standard competence and basic competence were analyzed. Then, students and teachers were given need assessment questionnaire to obtain information about reading text materials used by them and their needs. Students' reading level was measured in

order to fit students' need with the materials. Standardized reading comprehension test was used i.e Jennings Informal Reading Assessment (Jennings, Caldwell & Lerner, 2006) which included reading test at grade 3, 4, 5, 6, and 7 to know the level of students' reading comprehension.

b. Design

In this phase, the first prototype of the product consisting of Islamic-based reading materials in genre-based context and also embedded test for reading skill were designed. The reading materials consisted of three genres which were *narrative*, *recount* and *descriptive texts*. The reading materials were designed based on the students' reading level. The readability of the texts was measured by using Flesch Kincaid in order to find appropriate texts for the students. Then the 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 consisted of multiple choice, true-false and matching question.

c. Evaluation and Revision

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

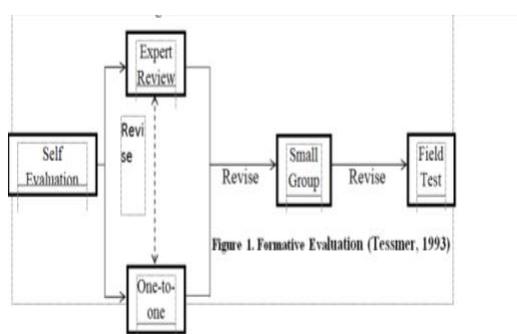


Figure 1 describes that formative evaluation consists of five steps namely self evaluation, expert review, one-to-one evaluation, small group and field test. The researcher checked the content of reading materials in self evaluation phase. Then the product was evaluated in the next phase by experts. The validity of the product was evaluated in this phase including content and layout of the product. There were two experts as evaluators who were one expert in English and Islamic contents and one expert in instructional design. The expert in content of English was an English lecturer of Sriwijaya University and also the headmaster of SMP Srijaya Negara Kota Palembang and the expert in the instructional design was the instructor of teacher (widyaswara) in Quality Insurance of Education Institute (LPMP) Palembang. In one-to-one evaluation, three students of eighth grade were chosen. The students were chosen based on low, medium and high abilities

(Tessmer, 1993). This evaluation was intended to 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.

In the next step, small group test included nine students of eighth grade from the same school whom were chosen based on English achievement in their report card and teachers' judgement as described above which were three for low, three for medium, and three for high English achievement. The Islamic-based reading materials in genre-based context were evaluated in this phase was called prototype 2 which had been revised based on the feedbacks received in expert review and one-to-one evaluation.

The next one was field test named prototype 3, the revised product based on the feedbacks received in small-group test, was evaluated by implementing the use of Islamic-based reading materials for teaching reading skill for the eighth grade students in a real class of MTSN Model Kota Jambi.

From the formative evaluation described above, validity of the product was evaluated in self evaluation and expert review phase, practicality of the product was evaluated during one-to-one and small group, and potential effect of the product was evaluated in field test phase.

Two instruments were used in this developmental study. The first, reading comprehension test was used to measure students' reading comprehension and the second one was distributing questionnaire to measure validity and practicality of the product.

The aspects reviewed related to the reading material development for expert of instructional design included 1) the appropriateness between material and curriculum, 2) material presentation, 3) the appropriateness of materials with students' characteristics, 4) learner interest/motivation, 5) the appropriateness between exercise and the evaluation and standard competence and learning goals, and 6) the number of exercise and evaluation. Meanwhile the aspects reviewed for expert of content include 1) linguistic aspects, 2) appropriateness of content with students' characteristic, 3) accuracy of the content, 4) content presentation, and 5) exercise and the evaluation aspects.

The aspects reviewed in students' questionnaire included 1) the appropriateness between material and students' characteristic, 2) content presentation, 3) exercise and evaluation, and 4) attractiveness of the content.

Technique for Analyzing Data

To know whether the developed product were valid and practical, the validation sheets from the expert review and questionnaires in one-to-one and small group were calculated by using percentage formula (Riduwan, 2005).

The category of validity and practicality of the product described in the table below:

Table 1
The Category of Validity and Practicality

Range of score	Category
86 – 100	Very good
71 – 85	Good
56 – 70	Average
41 – 55	Poor
0 – 40	Very poor

(FKIP-Universitas Sriwijaya, 2008)

To know whether the developed product had potential effect, the result of reading comprehension test in field test was seen. The developed materials are said had potential effect if the students have already reached and passed the criterion. Guskeys' opinion (2000) was taken as a reference in which stated 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).

RESULTS AND DISCUSSION

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

Need Analysis Results

The first step in this phase was analyzing students' characteristic, i.e students' achievement of eighth graders in English. The result showed that the average score of eighth graders of MTsN Model Kota Jambi based on the final examination in academic year 2013/2014 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 and basic competence for eighth graders based on Content Standard and also the reading levels of the texts in the worksheet as their textbook. The purposes were to know whether the levels of reading texts 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 worksheet (LKS) matched with standard competence and basic competence, i.e: narrative, recount and descriptive texts. The readability of the reading text in second semester worksheet varied. The low level of the reading text was grade 2 and the high level was grade 12.4.

The third step was measuring students' reading level. Jennings Informal Reading Assessment (Jennings, Caldwell & Lerner, 2006) was used to measure students' reading level including grade 3 to grade 7. The questions were in form of multiple choice. The number of the items in the test were 44 questions consisting of eight questions for each grade from grade 3 to grade 5 and ten questions from grade 6 to grade 7. There were 36 students as participants in this step. The result showed that the students' reading level were in grade 5. Here is the distribution of students' reading level of the eighth graders in MTsN Model Kota Jambi:

Table 2
The Distribution of Students' Reading Level

Text Level	Reading Stage					
	Frustrational (Correct Number = ≤4)		Instructional (Correct Number = 5-6)		Independent (Correct Number = 7-8)	
	NOS*	%	NOS*	%	NOS*	%
Level 3	5	13,9%	11	30,5%	20	55,6%
Level 4	8	22,2%	13	36,1%	15	41,7%
Level 5	8	22,2%	19	52,8%	9	25%
Text Level	Reading Stage					
	Frustrational (Correct Number = ≤6)		Instructional (Correct Number = 7-8)		Independent (Correct Number = 9-10)	
	NOS*	%	NOS*	%	NOS*	%
Level 6	28	77,8%	7	19,4%	1	2,8%
Level 7	33	91,7%	3	8,3%	0	0%

*NOS = Number of students

Adapted from Jennings, Caldwell, & Lerner (2006)

Result of Students Need Analysis

The questionnaire was used to find out some information related in teaching and learning process in reading activity in the classroom. The questionnaire consisted of seventeen questions. There were 35 students that participated in answering the questionnaire. The interpretations of questionnaire can be concluded that (1) the students only used worksheet (LKS) in the classroom; (2) the teacher never taught using Islamic-based reading materials; (3) the reading texts that they had learned did not contain Islamic value; and (4) the students agreed if supplementary reading materials with Islamic-based content in genre-based context were provided.

Result of Teachers Need Analysis

The questionnaire used to find out some information related to teaching and learning process in reading activity based on the teachers' point of view. There were fifteen questions in need assessment for teachers' questionnaire. There were two teachers who taught in eighth grade of MTsN Model Kota Jambi and gave comments to this need assessment.

From the teachers' responses, it was known that both of the teachers used different textbooks in teaching English. Teacher 1 used *Buku Bahasa Inggris* untuk SMP dan MTs kelas VIII written by *Agus Priyanto* published by *Grahadi* and *English on Sky 2* written by *Mukarto* published by *Erlangga*. Meanwhile, teacher 2 used *English in Focus* and *Competence-based English*. Teacher 1 stated that readability of the texts in textbook was simple but it was not focus on the situation at the school he taught. Teacher 2 also stated that readability of the text was easy to understand and the vocabulary was not very difficult. Teacher 1 stated that there were not enough reading texts for their students in the textbooks while teacher 2 stated that there were sufficient reading texts in it. Teacher 1 stated that their students' reading level was medium because they were rather difficult to comprehend reading texts but teacher 2 stated that it was excellent because they had good ability in reading. Teacher 1 stated that reading texts in textbook were appropriate for their students but teacher 2 stated that they were not really appropriate if it was related to the basic of their school.

Both of teachers stated that narrative, recount and descriptive texts were the genre of text for eighth graders. Teacher 1 and 2 stated that kind of reading text that the students liked the most was narrative text. Both of teachers stated that kind of reading text that the students disliked was descriptive text.

Both of teachers stated that sometimes they used supplementary reading materials from other sources i.e internet. The reason they used these because they wanted to expand students' knowledge in comprehending the text, to enrich the students' vocabulary and to find interesting materials. Both of teachers stated that there were no Islamic-based reading texts in their textbook. Both of teachers never taught reading skill by using Islamic-based reading materials because they thought that Islamic-based reading materials were difficult to find and spent much time to find them. Both of teachers agreed if Islamic-based reading materials in genre-based context are provided as supplementary materials for them.

Design

The first step conducted in this phase was to develop Islamic-based reading materials in genre-based context (prototype 1). The sources of reading materials were adapted from the internet, book and newspaper. The genre of the texts which were developed in Islamic-based reading materials in genre-based context were narrative, descriptive and recount texts. The readability of the text was measured by using Flesh Kincaid Online in the internet.

There were thirteen Islamic reading texts adapted from many sources in this research. The text entitled '*Visiting Sheikh Zayed Mosque*' was adapted and translated from *Sumatera Ekspres*. The text entitled '*Amazing Ramadan in a Village*' was developed by the researcher herself. The others were adapted from book and internet. Materials adaptation in this research means that the existing authentic reading texts were adapted into simple and short reading materials which was based on the students' needs and reading level. The sentences from the original sources were summarized/shortened the sentences, added/compiled from other sources and adjusted to the student's reading level.

There were comprehension questions following the texts developed. The purpose was to measure whether the materials developed were effective or not. The comprehension questions were in the forms of multiple choices, true-false and matching item.

Then the next step was designing the product based on the students' reading level in try out result. The result of tryout of the students' reading level was in grade 5. The readability of the product developed was two levels below the students' reading level and two levels above the students' reading level. Thus, the readability level for the reading materials developed were grade 3, 4, 5, 6 and 7. Then some adaptations were done to developed the product in order to match students' reading level. Here are the readability levels of the texts after adaptation:

Table 3
The Developing Islamic-Based Reading Materials (Prototype 1) after Adaptation

No	Title	Reading Level (Before Revision)	Reading Level (After Revision)	Sources
1.	Prophet Muhammad	5,6	5,6	Darwis, 1999 (Adapted)
2.	Visiting Sheikh Zayed Mosque	6,4	6,4	Sumatera Ekspres, 2014 (Adapted)
3.	Amazing Ramadhan in Village	4,8	4,8	
4.	The Boy Who Used to Delay His Prayer Time	3,7	3,7	Islamcan.com (Adapted)
5.	The Emperor and The Seed	4,3	4	Islamcan.com (Adapted)
6.	The Pious Man and The Shopkeeper	5,9	5,7	Islamcan.com (Adapted)
7.	The Important of Saying Insha	6	6	Islamcan.com

	Allah			(Adapted)
8.	A Pond Full of Milk	7,1	7,1	Islamcan.com (Adapted)
9.	Hajj	8	7,5	Darwis, 1999 Saudiembassy.net (Adapted)
10.	Divine Tax	9,1	7,8	Darwis, 1999 (Adapted)
11.	Nabawi Mosque (Prophet's Mosque)	9	5,6	Wikipedia.com (Adapted)
12.	Islam	5,7	4,8	Darwis, 1999 (Adapted)
13.	Kaaba	7,3	6,3	Wikipedia.com Britannica.com (Adapted)

Self Evaluation

The developed Islamic-based reading materials in genre-based context were evaluated by the researcher in this phase. Some errors i.e misspellings, punctuations and ungramatical sentences were revised. In addition, the layout of the cover such as font and picture was revised and matched with the title of developed product.

Expert Review

There were two experts as validator of Islamic-based reading materials in genre-based context in this phase. The expert of instructional design was labelled Expert I. She stated that the instrument can be applied or ready for being used but consider of the length of two narrative texts. The expert of content was labelled expert II. He suggested that developed Islamic-based reading materials in genre-based context was quite good if the researcher also check the syllabus with the one of Islamic Religion lesson/subject to see if they support each other (the reading text and the content of the subject). He also stated that the product was valid without revision after reviewing it. The average score of experts judgment was 89.2. It means that the product were in very good validity category.

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 product developed i.e finding errors of punctuation, spelling, layout and direction. Students' understanding and the problem faced by students toward the product also could be seen in this phase.

Some errors in the product were found by students. They had difficulties in doing exercise in section three which was matching words. They stated that some of vocabulary words

were new for them and they did not know the meaning. Then they got the explanation how to find the meaning of those words by guessing meaning from the text.

High level student suggested that it was better if the preface page of each section gave the description of the genre of the text. The purpose was to give more information about the illustration i.e generic structure, definition, etc of the text before the students learned those kind of passages in order to obtain information about the genre of the text. Meanwhile, the other students suggested that one picture as the illustration in the reading texts was enough and the font of every title had to be bigger than the current one.

After reviewing the product the students asked to fill the questionnaire in order to obtain their responses toward materials developed. The average score of questionnaire was 84.3 meaning that prototype 1 had good practicality. Then each student also gave comment and suggestion the product. It could be concluded that Islamic-based reading materials in genre-based context were interesting and understandable for the students. It could help the students to enlarge their vocabulary and knowledge and also they could apply the moral values presented in reading texts in daily life.

Small Group

The result of prototype 2 was reviewed in small group which consisted of nine students including three students for each level namely high, medium and low level. The suggestion and comment of students in small group toward prototype 2 were described as follows: 1) the materials were brief and understandable; 2) the materials helped the students to improve their knowledge about Islam and vocabulary; and 3) the materials motivate them become better person.

In this phase, the instruction was conducted in three meetings (@ 40 minutes). There were three kinds of reading text tried out in this phase, namely *The Boy Who Used to Delay His Prayer Time*, *Divine Tax* and *Prophet Muhammad*. These texts were given to see whether the prototype developed was practical before the tryout in the field test.

A questionnaire was given to know students responses toward prototype 2 after the instruction was conducted. The result of questionnaire showed that the average score of prototype 2 was 86.8 meaning that the product had very good practicality.

Field Test

Field test was conducted to see the potential effect of the developed Islamic-based reading materials which was indicated by the percentage of students who passed the minimum

mastery criterion which was 75. The students participated in field test were VIII F which consisted of 34 students. In this phase, students' were taught by using the developed Islamic-based reading materials in three meetings. Students' reading comprehension achievement which were obtained from the posttest were also compared to their reading comprehension achievement which were obtained from the pretest.

The results showed that there was improvement between students' reading comprehension achievement in pretest and posttest. It showed that the students' average score in pretest was 79.5 while their average score in posttest was 92.8 which the gain was 13,3. As field test was intended to see the potential effect of the developed reading materials, the percentage of number of students who passed the minimum mastery criterion of English subject of MTsN Model Kota Jambi (i.e.: 75) was calculated. The posttest result showed that 34 students participating in field test reached scores above 75. Since 100% students passed the minimum mastery criterion, it can be concluded the the developed Islamic-based reading materials had very high potential effect. This findings indicated that the developed materials were matched with students' characteristics in which the difficulty level of texts were appropriate with students' reading level so that the developed materials were neither too difficult nor too easy. Thus, the developed reading materials are very potential to be used in the classroom which students can improve their reading comprehension achievement and learn Islamic knowledge and thoughts simultaneously.

CONCLUSION

Based on the results of the analyses and interpretations above, several conclusions can be drawn as follows:

First, the results of expert review showed that the developed Islamic-based reading materials in genre-based context for the eighth grade students of MTsN Model Kota Jambi were valid with score 89.2 in very good validity level. Second, the developed Islamic-based reading materials for the eighth grade students of MTsN Model Kota Jambi were practical with score one-to-one evaluation 84.3 (good practicality) and in small group was 86.8 (very good practicality). Thus, the Islamic-based reading materials in genre-based context were in very good practicality category with the average score was 85.3. Third, the result of field test showed that Islamic-based reading materials in genre-based context for the eighth grade students of MTsN Model Kota Jambi had potential effect. All the sample students could achieve the criterion of minimal mastery (*KKM*). The average score was 92.8 while the criterion of minimal mastery for English subject in MTsN Model Kota Jambi was 75.

In conclusion, Islamic-based reading materials in genre-based context for the eighth grade students of MTsN Model Kota Jambi were valid, practical and had potential effect in teaching and learning process.

ACKNOWLEDGEMENTS

The author would like to say thanks to Prof. Rusman Roni, M.Pd. and Dr. Margareta Dinar, MA as advisor in conducting this research. The author would also be grateful to the experts of this study and all the people who have helped the author in finishing this study.

REFERENCES

- Akker, J. (1999). Principle and methods of development research. In J. Akker, R. Branch, K. Gustalfon, T. Nieveen N, & Plomp (Eds.), *Design Methodology and Development Research* (pp. 1-14). London: Kluwer.
- Ali, M., Kos, J., Lietz, P., Nugroho, D., Furqon., Zainul, A., & Emilia, E. (2011). *Mutu pendidikan Madrasah: Kajian utama*, (Online), Retrieved from <http://wapikweb.org/bec/home/download/0033>.
- Darwis, D. (1999). *English for Islamic Studies* (1st ed.). Jakarta: PT. Raja Grafindo Persada.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press. (Online). Retrieved from <http://books.google.co.id/>
- Jennings, J. H., Caldwell, J., & Lerner, J. (2006). Jennings Informal Reading Assessment. In *Reading Problems: Assessment and teaching strategies* (5th ed, Appendix D). Retrieved from http://wps.ablongman.com/ab_jennings_readprobs_5/
- Kementerian Pendidikan dan Kebudayaan. (2012). *Bahan uji publik kurikulum 2013* Retrieved from <http://118.98.166.62/application/media/file/Laman%202012/Bahan%20Uji%20Publik%20Kurikulum%202013.pdf>.
- Kementerian Pendidikan dan Kebudayaan.(2013). *Kurikulum 2013 kompetensidasarsekolahdasar (SD)/madrasah ibtdaiyah (MI)*. Retrieved from <http://www.pendidikan-diy.go.id/file/mendiknas/kurikulum-2013-kompetensi-dasar-sd-ver-3-3-2013.pdf>.
- MTSN Model Kota Jambi. (2013). *Rencana Pelaksanaan Pembelajaran kelas VIII tahun pelajaran 2013/2014*. Jambi: MTSN Model Kota Jambi.
- Riduwan. (2005). *Belajar mudah penelitian untuk guru, karyawan dan peneliti pemula*. Bandung, Indonesia: Alfabeta.

- Rohmah, Z. (2010). English language training for islamic schools (ELTIS): Trainees' outlook. *Jurnal Bahasa dan Seni*, 38(1), 117-129.
- Rohmah, Z. (2009). EFL materials in madrasah tsanawiyah: What do they really need? *TEFLIN Journal*, 20(1), 104-118.
- Suryadarma, D., Suryahadi, A., & Sumarto, S. (2006). Causes of low secondary school enrollment in Indonesia. *SMERU Working Paper*. (Online), retrieved from www.smeru.or.id
- Tessmer, M. (1993). *Planning and conducting formative evaluation*. London: Kogan Page.
- Tomlinson, B. (2012). Material development for language learning and teaching. *Language Teaching*, 45(2), 145-179.
- Universitas Sriwijaya. (2013). *Buku pedoman 2013-2014 Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya*. Indralaya, Palembang.