

DEVELOPING READING COMPREHENSION MATERIALS
FOR SECOND YEAR STUDENTS OF
AHWAL AL-SYAKHSHIYAH DEPARTMENT
AT ISLAMIC UNIVERSITY OF MALANG

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Abstract: Tujuan dari penelitian ini adalah untuk mengembangkan materi buku bacaan bahasa Inggris untuk mahasiswa semester dua jurusan ahwal al-syakhshiyah di Universitas Islam Malang (UNISMA), agar mahasiswa dapat mengembangkan skill Bahasa Inggris melalui buku bacaan yang sesuai dengan jurusan dan kebutuhan mahasiswa. Metode penelitian ini menggunakan Research and Development. Penelitian ini meliputi jumlah mahasiswa Ahwal Al-syakhshiyah Universitas Islam Malang pada semester kedua. Jumlah subjek dalam penelitian ini adalah semua siswa pada semester kedua yang terdiri dari 23 siswa. Prosedur yang digunakan dalam penelitian ini adalah melakukan analisis kebutuhan, mengembangkan bahan bacaan, melakukan validasi ahli, merevisi materi, melakukan uji coba materi dan merevisi ulang materi. Untuk melakukan analisis kebutuhan, kuesioner dibagikan kepada mahasiswa dan dosen. Hasil penelitian ini menunjukkan 1.) pengembangan materi bacaan yang sesuai dengan kebutuhan mahasiswa dapat meningkatkan motivasi dalam belajar Bahasa Inggris. 2) data menunjukkan mahasiswa lebih aktif dalam proses belajar mengajar, karena topik bacaan terkait dengan subyek yang sedang mereka pelajari. 3) tugas yang diberikan dalam buku bacaan dapat mengaktifkan ketrampilan bahasa mahasiswa.

Keyword: pengembangan materi, buku bacaan

Introduction

Curriculum design takes the important role in creating how the teaching and learning process is conducted. Rodgers comments, curriculum is all those activities in which children engage under the

auspices of the school, this include not only what the pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment and in what kind of facilities¹. It means an appropriate design is suitable learning content for their field of study. There should be match between student's needs and the design itself to meet their needs.

The main reason for university students to learn English is to help them acquire information in their field of study through textbooks, articles, lecture notes, technical instructions and others. Many students want to be able to read text in English either careers, for study purposes or simply for pleasures². In a learning process we know some of learning resources, one of them is teaching materials. It is very necessary component to get more attention. Materials can also make it easy for students to absorb a variety of materials lectures given by faculty but not all textbooks can meet the expectations of faculty and students.

English consists of four skills: listening, speaking, writing and reading. Reading is considered as one of language skills supporting the development of other skills. As stated by Brown he believes that reading is treated as one of two or more interrelated skills³. Meanwhile, reading is essentially a form of communication between writers and readers which is mediated through a written text⁴. However, reading is difficult subject for the students. Many students have low ability in reading comprehension. Many factors affect students' success in reading one of the important factor that must be considered is an appropriate instructional reading materials.

Ahwal Al-syakhshiyah is one of departments at Islamic University of Malang, where English is also taught to provide students with larger opportunities to learn English, so they can develop their English skills the total credit for English subject is 6. This is intended to give larger opportunities to students to learn

¹ Richard, J. 2001. *Curriculum Development in Language Teaching*. New York : Cambridge university press.

² Harmer, J. 2001. *The Practice Of English Language Teaching* (3rd ed.). Pearson Education Limited.

³ Brown H.D. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd Ed.). New York: Addison Wesley longman.

⁴ Sulisty, G. 2011. *Reading for meaning*. Malang. Pustaka Kaiswaran

⁵ Fakultas Agama Islam. 2011. *Rekonstruksi Kurikulum Fakultas Agama Islam Tahun 2011*. Malang: Universitas Islam Malang.

English. However, the teaching of English at ahwal Al-syakhshiyah department has number of problems that need to be taken into account. The main problem is that an appropriate English subject material is not available. The material used at the present does not match the needs and characteristics of students. The other problems which currently arise are: 1) the motivation & interest of students in learning English are still low 2) the achievement of the students in English especially in reading course is not satisfactory 3) the students are not aware of the benefits of learning English.

Regarding the problems mentioned, something has to be done in order to change the unfavorable situation into better one. It is considered important to develop materials as a source of learning and an alternative to cope the problems of learning English at Ahwal Al-syakhshiyah department, by considering the needs and characteristics of the students. Material plays a very important role that they determine the success of any teaching and learning process.

The primary goal of teaching English at Ahwal Al-syakhshiyah department at Islamic University of Malang is to develop the English skills of students in order that they can communicate spoken and written English in their daily activity⁵. As one of general subjects, English has been treated as a compulsory subject taught to the students that will determine they may continue their study or will to quit from UNISMA.

Considering the important of English at Ahwal Al-syakhshiyah department, the material of reading comprehension for students of Ahwal Al-syakhshiyah department are chosen as the ones to be developed in this study. Through reading the students are exposed to learn the aspects of language such as: vocabulary, grammar, punctuation, the sentences and paragraph are constructed in the text.

Based on the preliminary study, it is found that the materials for reading comprehension course at Ahwal Al-syakhshiyah department do not match with the needs and characteristics of students namely their own content subject. The instruction process using the material have some weakness namely: 1) the instruction is not proceeded by an effort to attract the students' interest, so it does not stimulate the students to learn, 2) the instruction cannot obtain a maximum result due to limitations of available materials.

For those reasons the students of Ahwal Al-syakhshiyah department at Islamic University of Malang need appropriate

materials for reading comprehension course that match with their needs.

The materials which exist at present are in the form of a textbook, containing a collection of reading passages, and divided into several units. The reading consists of a wide variety of topics, and they present the task or activities unsystematically. Beside the selection of text does not consider the background and the level of the students, therefore, it is sometimes either difficult or easy for the students to study and understand the text. The materials are not effective. because too general or free in term of topics and content. Almost all the topics and contents of the texts that are presented do not have connection with the major content subject of the students. As a consequence, the students lack interest and motivation to study English. In addition, the presentation of the materials does not quite help the students improve their ability in learning English. The students should actually be able to learn many things from the material to enrich their English knowledge.

In attempt to increase the students' motivation to study English, there is an immediate need for providing them with appropriate materials in their studies. The students need materials which integrate their content subject with the language they are studying. The integration is intended to develop academic knowledge and skills of the students in their major content subject while they acquire the academic language needed to succeed in the university level.

The Definition of reading

Before further discussion about reading, the researcher would try to define what reading means. Experts define reading in some ways. Harris and Sipay defines reading as a receptive language process⁴. It is a psycholinguistics process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which reader construct. Similarity, Harmer states that those skill reading, listening, speaking, and writing. Reading and listening are called receptive skill, in which people need ability to receive written or spoken language when they to do It⁵. In different point of view

⁴ Harris and Sipay,1980. *How to Increase Reading Ability*. New York: Longman.

⁷ Harmer,J.1991. *The Practice Of English Language Teaching*. England: Longman.

Stoller and Grab says that reading is the ability to draw the meaning from the printed page and interpret information appropriately⁶.

Meanwhile, according to Nunan said that reading is not something that ever individual learns to do, an enormous amount of time, money and effort is spent teaching reading⁷. From definition about reading above, it can be concluded that reading is not simple activity, it is process of interaction between the reader and the text in which the ability to understand of what is written in the text is very important.

Reading Purposes

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts. Meanwhile, according to Sulistyo with reading purposes, the teachers can design suitable reading tasks related with the reading purpose.⁸

A reader has to know why she or he reads. He/ she has to know the purpose of reading a text. Rivers and Temperly suggest that there are seven main purposes of reading.⁹

1. To obtain information for some purposes or because we are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life(e.g. knowing how an appliance works).
3. To act in play, play game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened(as reported in newspaper, magazines, reports)

⁸ Stoller & Grabe. 2002 *Teaching Reading and Researching Reading*. England: Great Britain.

⁹ Nunan ,david. 1999. *Second Language Teaching and Learning*. Boston : heinle and heinle publishers.

⁸ Sulistyo, G. 2011. *Reading for meaning*. Malang. Pustaka Kaiswaran.

⁹ Nunan ,david. 1999. *Second Language Teaching and Learning*. Boston : heinle and heinle publishers.

7. For enjoyment or excitement

The Nature of Reading Comprehension

According to Haris and Sipay (1980:8), reading comprehension is the result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world¹⁰. Here the readers try to create meaning intended by the writer. This involves all types of thinking, evaluating, judging, imagining, reasoning, and problem solving. It is not only intellectual meaning may be involved, but also feelings of considerable intensity around and emotional attitudes profoundly altered through reading. To grasp the meaning, the readers need to bring their previous knowledge and experience to their reading, compare the facts and arguments presented by the author with those of another and are on the alert for errors in logic.

According to McNeil (1992:20), reading comprehension is acquiring information from context and combining disparate elements into a new whole¹¹. He further states that reading comprehension is a process of using one's existing knowledge to interpret a text in order to construct meaning. There are three aspects that support this definition: (1) a reader needs knowledge of the world to understand new things; (2) a reader needs to be familiar with the variety of the text structure he/she is likely to encounter, and (3) a reader needs to seek the meaning and not only passively rise up from the page.

Nunan (1999) defines that reading comprehension as a process that involves actively constructing meaning among the parts of the text, and between the text and personal experiences¹²

From those definitions above, it can be concluded that reading comprehension is a process in grasping information and meaning from written language including words, sentences, main idea and supporting ideas of paragraph with a reader's own prior knowledge and background. It requires a reader or student to read through

¹⁰ Harris and Sipay, 1980. *How to Increase Reading Ability*. New York: Longman.

¹¹ Mc Neil, 1992. *Reading Comprehension*: Los Angles: Harper Collins Publisher.

¹² Nunan ,david. 1999. *Second Language Teaching and Learning*. Boston : heinle and heinle publishers.

comprehension, a skill that the students should achieve if they want to be successful readers.

Teaching Reading Comprehension at Ahwal al-syakhshiyah department at Islamic University of Malang

In the language class, reading is considered as the most important activity, not only as a source of information and pleasurable activity but also as a means of extending one's knowledge of language.

Reading comprehension instruction is directed to help the students develop their reading skills so that they can get information from any texts they read. Students are expected to read in order to absorb information for their study. So the teacher has to teach good reading strategies and provide good reading materials.

The teaching of English at Islamic University of Malang has a main purpose to give the English skill the students, especially in order that they can understand and comprehend English textbooks. Besides that, by learning English, the students of Islamic University of Malang are expected to be able to communicate widely with English speakers.

One way to meet the objectives is by teaching the students reading comprehension besides teaching them grammar or structure and other skills under the consideration that reading enables the students to learn the text structure and Vocabulary. The role of teachers is very important also, to facilitate the students in their learning and help them achieve what they need. In other words, students' reading competencies should be the main concerns of teacher. In order to provide the students with these competencies, the teachers should develop good materials for teaching reading at Ahwal Al-syakhshiyah department.

Materials Development

According to Tomlison (2003:1) materials development is both of field of study and a practical undertaking¹³. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking it involves the production, evaluation, and adaptation of language teaching materials, by teachers for their own classrooms and by

¹³ Tomlinson, B. 2003. *Developing materials for language learning*. London: Continuum international publishing group.

materials writers for sale or distribution. Ideally these two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials.

Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, thought live performance or display, or on cassette, CD-ROM, DVD or the internet (Tomlinson,2003:2)¹⁴. Materials development is now not only undertaken by practitioners but is also a field of academic study. As a practical activity it involves the production, evaluation and adaptation of materials. As a field it investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of materials. Ideally, these investigations both informants are informed by the development and use of materials.

According to Russo,V and Olvitt (2006:9) the following important dimensions of good course materials¹⁵. Materials should:

1. be aligned with all other dimensions of the course process;
2. be responsive to the context in which they will be used;
3. be supportive of participation and co-learning;
4. be clear and accessible;
5. integrate theory and practice (praxis); and
6. develop critical reflection and reflexivity.

When developing course materials it is important to understand the context in which the course will be implemented. Contextual factors influence aspects of course materials development such as language use, type and format of materials, teaching and learning strategies and the selection of activities and case studies. There are a number of benefits of getting to know the learners of a course and the contexts in which they work and learn. The insights gained are not only important for the development of the course materials but they also inform curriculum design decisions and help shape teaching and learning approaches. Getting to know the learners can:

¹⁴ Tomlinson, B. 2003. *Developing materials for language learning*. London: Continuum international publishing group.

¹⁵ Russo,V and Olvitt.2006. *Course Materials Development For Adult Learning*. Howick: SADC Regional Environmental Education Program.

1. make course materials more relevant to learners' work and living environments and future educational and job aspirations;
2. encourage stronger links between learners' needs and course outcomes;
3. provide space for learners to share experiences, expertise and indigenous knowledge; and
4. assist in meeting learners' expressed needs.

Typically, commercial materials are written over a long period of time by a pair small group of writers. The materials usually take a long time to produce because these case most of materials produces are courses and because the important review and trailing process takes time. The result very often is a drop in creative energy as the process drags on and the eventual publication of competent but rather uninspiring materials.

In both cases described above, the teacher manages to inspire each other with ideas, to maintain creative energy, to relate their materials to the actual learners who were going to use them and to suggest improvements to each other's materials. then, managed writing a course book with a partner or in a small group team working at a distance from each other. All this was achieved because a large group of enthusiastic teachers were working together for a short time.

Selection of Materials

According to Littlejhon (in Tomlinson,2003:37) the selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them¹⁶.

As littlejhon observes, we need to be able to examine the implications that use of a set of materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context.

The number of variables that affect the success or failure of course book in particular context have made it necessary to identify

¹⁶ Tomlinson,

appropriate criteria on which to base these decisions. The range and multiplicity of criteria that reflect these variables in the literature typically relate to learner goals and needs, learning styles, proficiency levels, language teaching methods, classroom context and processes, as well as the potential of materials for generating motivation, variety and interest. Selecting materials not only to engage the learners' and teachers' attention and effort, but also to draw substantial contributions from the teacher, the learners and the collective group as a whole that can be transformed into worthwhile learning experiences in the course of classroom interaction¹⁷

Criteria of Text Selection

Tomlinson proposes a process for generating principled criteria instead of an unrealistic set of criteria for all contexts¹⁸. He stresses that evaluators need to develop their own principled criteria which take into consideration the context of the evaluation and their own beliefs. He claims that evaluation criteria should be developed before materials are produced, and used to make decisions about the approach, procedures and activities to be adopted as well as to monitor their development and subsequent use.

Tomlinson differentiates between universal and local criteria, that can be used to evaluate materials for any learner anywhere. To generate these criteria he advises evaluators to brainstorm list of principled beliefs that they hold about how languages are most effectively acquired and then convert these beliefs into criteria for evaluating materials, such as 'Are the materials likely to achieve affective engagement?¹⁹.

According to Nuttal in selecting reading text for reading materials, a number of considerations should be given. The text that is selected should meet the criteria of readability, suitability, and exploitability²⁰.

English for Specific Purposes

¹⁷ Tomlinson,...

¹⁸ Tomlinson,...

¹⁹ Tomlinson,....

²⁰ Nuttal. 1982. *Teaching Reading Skills in Foreign Language*. London: Heinemann Educational Book.

Hutchinson and waters see ESP as an approach rather than a product, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology²¹. They suggest the foundation of ESP relates to the learners, the language required and the learning context, and thus establishes the primacy of need ESP. Need is defined by the reasons for which students is learning English.

According to Strevens the definition of ESP makes a distinction between four absolute characteristics and two variable characteristics²². The absolute characteristics are that ESP consists of English language teaching which is: designed to meet specified needs of the learners, related in the content (that is in its themes and topics) to particular disciplines, occupations, and activities, centered on language appropriate to these activities in syntax, lexis, semantics and analysis of the discourse, in contrast with 'general English'. The variable characteristics are that ESP: may be restricted as to the learning skills to be learned, may not be taught according to any pre-ordained methodology.

According to Robinson the definition is based on two key defining criteria and a number of characteristics that are generally found to be true ESP²³. Her key criteria are that ESP is 'normally goal-directed' and that ESP courses develop from a need analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium English. Robinson's mention of 'homogenous classes' as a characteristic of ESP may lead to the same conclusion.

A definition of ESP should reflect the fact that much ESP teaching, especially where it is specially linked to a particular profession or discipline, makes use of a methodology that differs from that used in general purpose English teaching. In more general ESP classes the interaction may be similar to that in a general purpose English class.

²¹ Hutchinson & Waters. 1987. *English for Specific Purposes*. New York : Cambridge university press.

²² Ahmaddin, D. 2011. *Materials for Applied Linguistics*. Malang: Graduate program UNISMA

²³ Robinson,P.C. 1991. *ESP Today: A Practitioner's Guide*. Hemel Hempstead: Phoinix.

Developing a Model of ESP Reading Materials

Developing ESP reading materials is one of the most characteristic features of ESP in practice. According to Hutchinson and Waters, a model of ESP reading materials design should include four elements namely input, major content subject focus, language focus and task²⁴.

The input provides a number of things, such as new language items, correct models of language use, and opportunities for students to use their information processing skill and to use their existing knowledge both of the language and the major subject content.

Major content focus helps the student identify vocabulary and the language components and other language components and the context in which they are used. The students bring to ESP class a reason for learning and context for using English, knowledge of student chance. Their major content subjects and well-developed strategies.

In language focus our aim is to enable the students to use language, but it is not fair to give them communicative tasks and activities for which they do not have enough of the necessary language knowledge.

Task is intended to give the students chance to learn the language in the context of the text. Materials should be developed in which the students use the major content subject and language knowledge they have built up through the unit.

Research Method

This study used qualitative design to analyze the data, the purpose of this study is to develop reading comprehension materials for second year students of Ahwal Al-syakhshiyah department at Islamic University of Malang. The study includes the number of students of Ahwal Al-syakhshiyah students Islamic University of Malang in second year. The number of subject in this study is all of students in second year of Ahwal Al-syakhshiyah department, the class consists of 23 students.

Need analysis, interview, discussion, and consultation were sources of data. Need analysis consisted of identifying the potential

²⁴ Hutchinson & Waters. 1987. *English for Specific Purposes*. New York : Cambridge university press.

problem related to the teaching reading comprehension, checking the syllabus standard competence and basic competence (KD) and to review the indicator and objective of the study. In this study the researcher also analyzed text books used in second year students of Ahwal Al-syakhshiyah department Islamic University of Malang. Such English For Islamic Studies (published by IAIN walisongo Semarang), English sentence structure (by Robert Khorn). The result would be foundation to further steps in the developed materials.

The researcher did interview to the English lecturer to collect information what kinds of English instructional materials they need, the activities and exercises provided in the reading materials that support teaching and learning process, problems faced by students, about reading skills and strategies, and their suggestions to develop the reading materials. The researcher also gave questionnaires to the students. It is used to collect the information related to the content of the product and their preference of reading comprehension materials. After analyzing the document, the researcher develops the materials to make good reading comprehension materials for second years of Ahwal Al-syakhshiyah students.

Finding and Discussion

1. The Result of the Need Analysis

The data about the needs of the students were collected through observation, giving questionnaire and interview containing items about what reading materials the students of Ahwal Al-syakhshiyah department of UNISMA. In this case fifteen students in the second semester of Ahwal Al-syakhshiyah department fill the questionnaire and the English lecturer of Ahwal Al-syakhshiyah department were involved in the interview.

Based on the result of questionnaires distributed of the students and the result of interview conducted with the lecturers, it was found that most of the students (86, 66%) agreed to develop reading materials which are suitable with their major.

According to the result of interview with the lecturers, the reading materials for the students Ahwal al-syakhshiyah department of UNISMA, ought to be focused on the texts which have relation to law matters. This was with the consideration that

to make the materials more interested, to make students more motivated to learn the materials.

Accordance with the previous findings, the data indicated that 93,33% students of Ahwal al-syakhshiyah department of UNISMA agreed to include list of vocabulary in the reading materials developed. These responses are the same as what the lecturers stated in interview. The lecturer also suggested providing the students with the list of vocabulary based on the text they are concerned in order to they can memorize and use vocabulary, especially those that are related to technical term in their major content subject. The students feel difficult in comprehending the texts because of their limited number of vocabulary, it is the reason why they agreed to complete the text with list of vocabulary. They hope that the list of vocabulary can help them comprehend the text.

Then, beside the findings above, the data from the questionnaire also showed that the reading materials should include grammar review. The number of students who agreed with this was 80 %. Based on student's opinion, the grammar review was necessary to be included in the materials because they are expected to be able to understand the rules of English language such as how to write good sentences, how to use tenses, how to make passive sentence, and they expected that by knowing grammar they are able to understand easily the content of reading text. And based on the result of data interview with the lecturer showed that it was important to include the materials with grammar review because the students must master grammar and vocabulary to understand the content of the reading text.

In relation to the findings, most of students (80%) agreed of clarify the content of the materials in the explanation. This because they find difficulties in vocabulary, structural content in scientific textbooks and journals. The lecturer stated that since the comprehension of the content of the materials became the

focus in studying textbooks or journals, the reading materials should include exercises of reading, structure and vocabulary.

Finally, the interview with the lecturer also indicated that since the materials have the purposes to make the instruction clear and focus, it was very important to include instructional objectives on the materials. It was hoped that the students know what they have to learn and the goal of what they are learning.

2. The Material Development

Based on the need analysis, the materials were developed in the form of textbook containing reading texts and tasks designed for the second semester students of Ahwal al-syakhshiyah department of UNISMA. The materials in the textbook were developed to provide the students knowledge of comprehending English textbook and to introduce to the students English grammatical structures.

The first step in the process of developing the materials was determining the themes based on the student's major content subject, i.e. law. Then, the materials was to collect texts from a number of sources. The texts were selected as well as adapted as appropriate as possible in order to match with the students' need. The next step was formulating the objectives of learning. After the objectives had been formulated, the content of the materials was selected. The following thing to do was to create and organize the tasks or activities round the topics of the texts. The tasks were presented in such an integrative way that students were able to actively participate in the learning teaching process.

The materials were divided into eight units based on the topics namely: sources of sharia, law and rules, human right in Islamic countries, law and society, the concept of law, social history approach to Islamic law, marriage in Islamic law, divorce in Islamic law. Each unit consists of some sections, such as; reading section, comprehension questions, writing task/oral task, vocabulary building, vocabulary tasks, grammar review and grammar tasks.

3. The Result of The Expert Validation

Expert validation is the process of judging and evaluating the developed materials by experts. At this process, the two experts were given questionnaire to evaluate as well as to give comments and suggestions on the draft of the materials in the hope that the

data obtained from the result of questionnaire that can serve as a basis for revising the materials.

From the evaluation done by the reading expert it was found that the draft of the materials which had been developed had a number of good and weak points.

According to the expert, the good points of the draft were firstly related to the physical appearances of the materials: cover design, letters, typing, spacing, and lay out the materials. He taught that they were clear, neat, appropriate, yet the cover design needs to be improved.

The second good points identified by the expert were related by the expert or related to the organization of the materials and the instructional objectives on the materials. He considered that the organization of the materials was appropriately organized in the form of units and section, but the attractively of the materials need to be improve. In addition, he stated that the instructional objectives need to be completed.

The third good points according to the expert dealt with the topics, list of vocabulary and the texts presented on the draft. He said that topics were appropriate to the needs and interest of the students. Dealing with the text. He said the text were able to raise motivation of students, and that they could develop the reading skill of students although some needs to be modified.

The next points are comprehension questions, vocabulary buildings, the grammar reviews and the task. According to the expert the vocabulary buildings can help the students mastering the vocabulary. He also stated grammar review presented relevant to the student's needs, appropriate to be given the context, and were representative of underlying grammar rules. About the tasks the expert considered that the tasks were appropriate to the given context they could be done by the students, they could encourage involment of the students. Yet about the comprehension question need to be improved into the various level of reading comprehension level.

The fifth good points identified by the expert about coverage of the students, and the content of materials. The expert said the coverage of the materials which was considered relevant and suitable to the needs and interest of the students. And about the content of the materials which was considered clear and

appropriate. The last good points is about the language. According the expert, the use language on the materials was suitable for the level of students.

Beside the good point above there were some weak points. The expert identified the materials which need to be revised. The first weak point related to the cover design which considered unattractive. The second about the draft dealt with the instructional objectives. He suggested that the instructional objectives should be added.

The third weak point related the texts, he thought that the structures were difficult to understand by students so they gave less support to the comprehension of the text. The fourth weak point was related to the comprehension question. He thought that the comprehension question are still on the first level of reading comprehension. He suggest to add the question into the second or third level of reading comprehension.

4. Revision

Based on the comments and suggestions given during the experts'validation, the researcher revised the draft in the hope that the presentation of the whole materials presented in the workbook becomes effectively, attractive, appropriate and comprehensible for the students need.

5. The Try-out of the Development Materials

After the draft of the materials had been approved by the experts in the validation process , the next thing to do was try out materials. The revised drafts of the materials were tried out to get feedback whether the developed materials were fixed or needed to revised. Because there was limited time , only two units of the revised drafts of the material were tried out: Unit 1 and Unit 3. In line with a umber of second year semester students of Ahwal al-syakhshiyah department of UNISMA were selected to be the subjects of the tryout and they are involved the tryout process.

During the tryout process in the classroom, the researcher acted as the key instrument : observing the meeting and the learning process, and making note on any findings which appeared during the process. The researcher also asked for the help of the lecturer whose class was used to tryout materials, to observe the learning process when the tryout was going on ant to note down about it.

The tryout material was conducted by giving the students and the lecturer the developed materials to be studied and by distributing questionnaires to the students and lecturer at the end of try-out classes to collect the data about the applicability of materials.

6. The Result of the Try-out of the Materials

The try out of the developed materials was held by involving the students and the lecturer at Ahwal al-syakhshiyah department of UNISMA to fulfill questionnaires. Fifteen students of second year Ahwal al-syakhshiyah department and one English lecturer were engaged in the try-out class. At the end of the try-out, they were given questionnaires to evaluate as well as to give comments and suggestions on the developed materials and the data obtained from the result of the questionnaire were used to make revision. The result of questionnaires distributed to the students and to the lecturer are the following.

Dealing with the letters, typing, spacing, and layout of the materials the students and the lecturer had the same opinion that they were attractive clear, appropriate, consistent, and readable, and neat.

In term of organization the materials both the students and the lecturer said it was attractive and it was appropriately organized in the form of unit. The lecturer also said that the organization of the materials was logical in terms of task order. And about the instructional objectives on the materials, the students and the lecturer stated that they were clear, they could be understood and they were appropriate of the needs of students.

Regarding the topics, list of vocabulary, and the texts presented on the draft, the students founds that the topics were interesting and various, since they were appropriate to their need and relevant to their content subject. This opinion was also supported by the lecturer who found the same things. And about the list of vocabulary, the students stated that the list of vocabulary were well- selected and appropriate for the target situation. Concerning the texts, the students thought that the text could fulfill their reading taste, they could develop their reading skill and they can help understand their content subject. The lecturer had the same opinion as the students.

In relation to the comprehension question, vocabulary building, the grammar review, example and the task, both the students and lecturer stated that the comprehension question were comprehensible, appropriate, and they support to comprehension tasks. The lecturer also thought that the comprehension questions were helpful to develop the reading skills of the students. But the questions need to be modified. And about the vocabulary buildings, both the students and lecturer stated that the vocabulary buildings help the students mastering the vocabulary.

Dealing with the grammar reviews presented, the students and the lecturer had the same opinion. They thought that the grammar reviews were relevant to their need and could be understood. About the examples, the students considered that the examples given clear, appropriate, and could be understood. The lecturer said the same as the students. Regarding with the task, the students considered that the tasks were clear, they could be done, and they could encourage them to be active in the classroom. The opinion was also supported by the lecturer in which he said the task could give such an encouragement to the students because the task were related to the student's need in their field of study.

Concerning the coverage of the materials, the content of the materials, and language. According to the students coverage of the materials was relevant and suitable the students need, the lecturer considered that the coverage materials would help students reading skill. About the content of materials, both of students and lecturer said that the content clear, relevant and suitable with the student's need. For the language used in the materials, the students and the lecturer had the same opinion that the language could be understand and suitable with the level of students.

Finally, it can be said that the materials were quite applicable for the second years students of Ahwal al-syakhshiyah department of UNISMA. It can be stated that the materials match with the students need and the materials can develop the reading skill of the students and they can enrich the student's knowledge in their major content.

7. The Revision of the Tryout Materials

The revision of the try-out materials was based on the data collected during the tried -out process. By doing a revision, it was expected that the materials would become more appropriate, suitable, comprehensible to the students, and they could fulfill the needs of the students of Ahwal al-syakhshiyah department of UNISMA.

Based on the data collected during the try-out process, the developed materials still had some bad points or weaknesses that need to be revised. The first revision was to improve the physical apparencies of materials. The second revision was to complete the typing of the materials. There were some missing words in the typing the original materials. The third revision was to revise the comprehension question because some questions are rather difficult to understand by students.

8. The Final Product

After the materials being validated by the expert and had been revised, the development of the materials in this study resulted in final product which was in the form of reading comprehension materials for the second years students of Ahwal al-syakhshiyah department of UNISMA. The materials were developed on the basis of the data collected from the analysis of the needs of the students and revision was made based on the data collected from the experts during the validation process and the colleague lecturer during the tried-out process which was expected to help the students to learn English.

Conclusion

From the discussion of materials development above, the following conclusion can be drowned, firstly, the second years students of Ahwal al-syakhshiyah department of UNISMA need reading materials which match to their field of study that is about law. This was reflected in the result of the needs analysis in which most of the students and the lecturer agree to develop reading materials which are suitable to their major content, to include the list of vocabulary, include vocabulary building, to include grammar review in the reading materials and to clarify the content of the materials in the explanation.

Secondly, the result of the development in this study are reading comprehension materials in the form of textbook containing topics, texts, comprehension questions, integrated skill tasks, vocabulary building, vocabulary tasks, grammar reviews, and grammar tasks which are developed based on the needs and interest of the second years students of Ahwal al-syakhshiyah department UNISMA.

Thirdly, the materials developed have some good and weak points after the experts give evaluation, therefore, the weak points materials need to be revised and improved. Then, the materials developed are quite applicable for the students in term of usefulness, appropriateness, the clarify of content in the try out class, although some aspects of the materials need to be revised and improved. Then, the students are quite motivated to learn the developed materials.

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