

**AN UNDERGRADUATE THESIS**

**DEVELOPING READING COMPREHENSION MATERIALS MODULE**

**FOR EIGHT GRADE OF MTs N 1 EAST LAMPUNG**



**BY :**

**Anggun Anggraini**

**Student Number : 1501070151**

**Sponsor : Drs. Kuryani, M.Pd**

**Co-Sponsor : Ahmad Subhan Roza, M.Pd**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2020 M**

**AN UNDERGRADUATE THESIS**

**DEVELOPING READING COMPREHENSION MATERIALS MODULE**

**FOR EIGHT GRADE OF MTs N 1 EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana  
Pendidikan (S.Pd) in English Education Program

**By:**

**ANGGUN ANGGRAINI**

**Student Number : 1501070151**

Sponsor : Drs. Kuryani, M.Pd

Co-Sponsor : Ahmad Subhan Roza, M.Pd

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2020 M**



**KEMENTRIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Ilirgulya Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0726) 47296  
Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

The Title : DEVELOPMENT OF READING COMPREHENSION  
MATERIALS FOR EIGHT GRADE OF MTs N 1 EAST  
LAMPUNG  
Name : Anggun Anggraini  
St. Number : 1501070151  
Department : English Education  
Faculty : Tarbiyah

**APPROVED BY:**

To be examined munaqosyahin Tarbiyah Faculty of State Institute of  
Islamic Studies (IAIN) of Metro.

Sponsor

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, January 2020  
Co- Sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Head of English Education  
Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15A Inggulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 42296  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Number :  
Appendix :  
Matter : In order to hold the Munaqosyah of Anggun Anggraini

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the research which is written by:

Name : Anggun Anggraini  
SL Number : I501070151  
Department : English Education  
Faculty : Tarbiyah  
Title : DEVELOPMENT OF READING COMPREHENSION  
MATERIALS FOR EIGHT GRADE OF MTs N 1 EAST  
LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah, Thank you very much.

*Wassalamu'alaikum Wr.Wb*

Sponsor

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, January 2020  
Co-Sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Inggilyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number : -  
Appendix : 1 (One) Bundle  
Matter : In order to hold the Munaqosyah of Anggun Angraini

To The Honorable,  
The Head of Tarbiyah Faculty  
State Institute of Islamic Studies  
(IAIN) of Metro

*Assalamua'alaikum Warahmatullahi Wabarakatuh*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Anggun Angraini  
Student Number : 1501070151  
Faculty : Tarbiyah  
Department : English Education  
Title : DEVELOPMENT OF READING COMPREHENSION  
MATERIALS FOR EIGHT GRADE OF MTs N 1 EAST  
LAMPUNG

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

Sponsor

**Drs. Kurvani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, January 2020

Co-Sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

RATIFICATION PAGE

No. B-0770/m-28.1/0/PP-00.9/01/2020

An Undergraduate thesis entitled: DEVELOPMENT OF READING COMPREHENSION MATERIALS FOR EIGHT GRADE OF MTs N 1 EAST LAMPUNG, written by Anggun Angraini, student number 1501070151, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 13<sup>th</sup> January 2020 at 15:00 - 17:00

**BOARD OF EXAMINERS:**

Chairperson : Drs. Kuryani, M.Pd  
Examiner I : Dr. Mahrus As'ad, M.Ag  
Examiner II : Ahmad Subhan Roza, M.Pd  
Secretary : Yeasy Agustina Sari, M.Pd

  
(*[Signature]*)  
(*[Signature]*)  
(*[Signature]*)  
(*[Signature]*)

The Dean of Tarbiyah and Teaching Training Faculty



Dr. Akla, M.Pd

NIP. 19691008 200003 2 005 f

**PENGEMBANGAN MATERI PEMAHAMAN MEMBACA DALAM  
BAHASA INGGRIIS UNTUK KELAS DELAPAN MTs N 1 LAMPUNG  
TIMUR**

**ABSTRAK :**

**OLEH**

**ANGGUN ANGGRAINI**

Penelitian ini bertujuan untuk mengembangkan materi pemahaman membaca dalam bahasa Inggris untuk kelas delapan di MTs N 1 Lampung Timur. Design penelitian dan pengembangan melibatkan empat langkah utama, yaitu perencanaan bahan ajar, mengembangkan bahan ajar, memvalidasi bahan ajar, dan merevisi bahan ajar. Untuk memvalidasi materi yang dikembangkan, peneliti melibatkan tiga validator. Kemudian hasil dari validasi menunjukkan bahwa beberapa aspek materi telah sesuai berdasarkan Aiken's V, dimana nilainya diatas 0,5.

Aspek-aspek tersebut meliputi teknik penyajian, penyajian pembelajaran, tata letak isi, ilustrasi isi, dan tipografi materi. Selain itu, aspek-aspek yang lain harus di revisi sesuai dengan permintaan validator. Aspek-aspek tersebut meliputi kesesuaian judul, kesesuaian ukuran, bahasa dan vocabulary, kesesuaian materi, kedalaman materi, keakuratan materi, kemutakhiran materi, kesesuaian dengan tingkat perkembangan siswa, komunikatif, akurasi, dan keruntutan dan kesatuan gagasan.

Setelah merevisi produk berdasarkan saran validator, maka dapat disimpulkan bahwa ini adalah bahan untukskripsi ini yang dapat digunakan dengan tepat untuk siswa di MTs N 1 Lampung Timur.

**Kata kunci :** Pengembangan Materi, Pemahaman Membaca, Bahan Ajar

**DEVELOPMENT OF READING COMPREHENSION MATERIALS FOR  
EIGHT GRADE OF MTs N 1 EAST LAMPUNG**

**ABSTRACT**

**By:**

**ANGGUN ANGGRAINI**

This research aims to develop the reading material in English for the eighth grade of MTs N 1 East Lampung. Research and development Design involves four main steps: Teaching materials planning, developing teaching materials, validating materials, and revising teaching materials. To validate the material being developed, researchers involve three validators. The result of the validation shows that several aspects of the developed materials are proper according to Aiken's V, which is higher 0,5.

Those aspects cover presentation techniques, presentation of learning, layout of contents, illustration of contents, and typography of material. Moreover, some other aspects need to be revised according to the validator assessment. Those aspects cover conformity title, suitability size, language and vocabulary, suitability of material, depth of material, accuracy of the material, material flexibility, compliance with the level of development of students, communicative, accuracy, and integration and unity of ideas.

After revising the product based on the validator's suggestion, it can be concluded that this is the material for this which can be used appropriately for students in MTs N 1 East Lampung.

**Keywords:** Material Development, Reading Comprehension, Teaching Materials



## ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : ANGGUN ANGGRAINI

NPM : 1501070151

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Peneliti



**NPM. 1501070151**

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : ANGGUN ANGGRAINI

Students Number : 1501070151

Department : English Department

Faculty : Tarbiyah and Teacher Trainig

States that this undergraduate thesis is originally the result of writer's research, in  
exceptin of certai parts which are excerpted from the bibliographies mentioned.

Metro, Januari 2020

The Researcher

  
**ANGGUN ANGGRAINI**

**NPM. 151070151**

**MOTTO**

(v) فَإِذَا فَرَغْتَ فَانصَبْ

"So when you have finished (from something to do), keep working hard (for other matters)"

(Q.S. Asy-Syarah : 7)

**DEDICATION PAGE**

*"I highly dedicate this undergraduate thesis to my beloved parents and all whom I love. Furthermore, to my alma mater, State Institute for Islamic Studies of Metro."*

## ACKNOWLEDGEMENTS

*Alhamdulillah* rabbi alamin, First, the researcher invites all of us to always say thanks giving to the presence of Allah SWT who gives us various kinds of pleasures, both in the form of favors of faith, pleasure of Islam, and health benefits. Second, prayer and greetings may be bestowed on our lord the prophet Muhammad SAW which we always look forward to his intercession on the Day of Judgment. This undergraduate research entitled "Development of Reading Comprehension Materials for Eight Grade MTs N 1 East Lampung" is submitted as the final requirement in accomplishing undergraduate degree at English Department, State Institute for Islamic Studies of Metro in arranging this research, a lot of people have provided motivation, advice, and support for the researcher.

The second, on this opportunity, the researcher would like to express his profound gratitude, more than he can thanks for:

1. My respected father and my beloved mother who have prayed, motivated, encouraged, reminded the researcher to finish the paper as soon as possible.
2. Prof. Dr. Hj. Enizar, M.Ag. as the Rector of the State Institute for Islamic Studies who brings the campus to the advances.
3. Mr. Ahmad Subhan Roza, M.Pd. as the present head of English Department and his second advisor, who has painstakingly spent his

valuable time to guide and give excellent suggestions to him in preparing this research.

4. Drs. Kuryani, MPd as the lectures and the first advisor, for the correction and invaluable criticism and suggestions he has rendered to him in the completion of the paper.
5. All lectures in the State Institute for Islamic Studies (IAIN) of Metro especially the lectures of English Department who gave the researcher valuable knowledge during the researcher studied in this campus.
6. Mrs. Laili Mashitoh, S.Pd.I, as the principal, who has permitted him to conduct observations and research at MTs N 1 East Lampung. His thanks also go to all teachers for all their helps.
7. All of my friends

Finally, the researcher believes that this research is not perfect and there are still many shortcoming in writing and conducting research. Therefore, the researcher apologizes as much as if there are a lot of mistakes and shortcomings, besides that the researcher also asks for criticism and suggestions and input for the perfect research.

Metro, Januari 2020



The Researcher

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTA DINAS .....</b>	<b>iv</b>
<b>NOTIFICATION LETTER .....</b>	<b>v</b>
<b>RATIFICATION PAGE .....</b>	<b>vi</b>
<b>ABSTRAK .....</b>	<b>vii</b>
<b>ABSTRACK .....</b>	<b>viii</b>
<b>ORISINALITAS PENELITIAN .....</b>	<b>ix</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE .....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS .....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURE .....</b>	<b>xviii</b>

<b>LIST OF APPENDIXES .....</b>	<b>xix</b>
---------------------------------	------------

## **CHAPTER I INTRODUCTION**

<b>A. Background of Study .....</b>	<b>1</b>
<b>B. Problem Identification .....</b>	<b>8</b>
<b>C. Problem Limitation .....</b>	<b>8</b>
<b>D. Problem Formulation .....</b>	<b>8</b>
<b>E. Purpose of Research.....</b>	<b>9</b>
<b>F. Benefit of Product .....</b>	<b>9</b>
<b>G. Product Specification.....</b>	<b>10</b>

## **CHAPTER II LITERATURE REVIEW**

<b>A. Theoretical Review.....</b>	<b>11</b>
1. Teaching English as a Foreign Language .....	11
2. The Concept of Reading Comprehension .....	13
3. Material Development.....	22
4. Activities and Task.....	26
5. Reading Comprehension Design.....	27
<b>B. Relevant Studies .....</b>	<b>31</b>
<b>C. Framework.....</b>	<b>34</b>

## **CHAPTER III RESEARCH METHODS**

<b>A. Type of Study.....</b>	<b>35</b>
<b>B. Research Procedure .....</b>	<b>37</b>
1. Planning .....	38



2. Developing the Material.....	38
3. Validating .....	39
4. Revising .....	39
<b>C. Research Subject .....</b>	<b>39</b>
<b>D. Research Instruments .....</b>	<b>40</b>
<b>E. Data Analysis Technique .....</b>	<b>41</b>

## **CHAPTER IV RESEARCH FINDINGS AND DEVELOPMENT**

<b>A. Description of Research Location.....</b>	<b>42</b>
1. The History of MTs N 1 East Lampung.....	42
2. The Condition of Teachers and Officials .....	44
3. Student Quantity of MTs N 1 East Lampung .....	45
4. The Condition of Facilities of MTs N 1 East Lampung.....	46
5. The Sketch of MTs N 1 East Lampung.....	47
<b>B. First Product Development Results .....</b>	<b>48</b>
1. The English Learning Needs of MTs N 1 East Lampung .....	48
2. English Learning Materials for MTs N 1 East Lampung.....	51
3. The Internal Validity of the Developing Reading Comprehension Module for Eight Grade of MTs N 1 East Lampung .....	52
<b>C. Revision Product .....</b>	<b>55</b>
<b>D. Final Product Study .....</b>	<b>56</b>
<b>E. Limitation of the Study .....</b>	<b>57</b>

**CHAPTER V CONCLUSIONS AND SUGGESTIONS**

**A. Conclusions of the Products ..... 58**

**B. Suggestions for Using Product ..... 58**

**BIBLIOGRAPHY**

**APPENDIXES**

**CURRICULUM VITAE**

## **LIST OF TABLE**

1. The Pre-Survey Data .....	6
2. The Student's English Percentage.....	6
3. Research Instrument.....	39
4. Names of the Teacher in MTs N 1 East Lampung.....	43
5. Number of Students as MTs N 1 East Lampung.....	44
6. Building Condition of MTs N 1 East Lampung.....	45
7. The Result of Need Analisis Questionnaire .....	49
8. List of Content Product .....	50
9. Aiken's V Score Materials Development.....	52

## **LIST OF FIGURE**

1. The Sketch of MTs N 1 East Lampung .....	46
2. Interview with an English Teacher.....	47
3. Distributio of Questionnaire.....	50
4. Product before Revising .....	51
5. Validation Product with Validator I.....	53
6. Validation Product with Validator II.....	54
7. Validation Product with Validator III .....	54
8. Product after Revising .....	55

## **LIST OF APPENDIXES**

1. Kartu Konsultasi Bimbingan Skripsi
2. Surat Izin Pra Survey
3. Surat Balasan Pra Survey
4. Surat Bimbingan Skripsi
5. Surat Izi Research
6. Surat Balasan Research
7. Surat Tugas
8. Hasil Interview
9. Hasil Kuisisioner
10. Produk Awal
11. Surat Permohonan Menjadi Validator
12. Lembar Validasi
13. Surat Keterangan Validasi
14. Produk Akhir
15. Curriculum Vitae

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a symbol to communicate. It helps the people to convey what they want to inform each other. Actually, we cannot understand what the other people say if we do not know the language and we need language not only for getting science and technology but also to make our communication is getting better. There are so many languages in this world. The one of them is English. As we know that, English is an international language. So, in this era we have to know English well.

In Indonesia, English is as foreign language. It is one of subject that is learnt since elementary school until university. The students have to master it well. They must study hard to make them self understand about it. There are four basic skills in English. These are listening, speaking, writing and reading. So, teacher should develop these four skills to make their students can use the skills to communicate with each other and express their feelings or opinions in English well. The importance of English at this time is due to an increasingly modern era and to anticipate the era of globalization. Learning of English it is expected to be able to shape the character of students who are able to compete internationally.

Similarly, Gilby urges that Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other

Languages (TESOL) or English Language Teaching (ELT), necessitate the instructional English language to people that non-native English.<sup>1</sup>

TEFL (English as a Foreign Language) is focused on the purposed or studies of English by teachers and English learners with a different mother tongue. The precise interpretation for TEFL is that they treat English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language. Most generally, the term TEFL is applied to emphasize that English language learning in nations, where English is not the most important language. On the other hand, English is allowed to apply anywhere in their own countries freely, for purpose of governmental administrating behaviors, school education, communications in diverse events, or interaction in commercial institutions for doing business and marketing activities.<sup>2</sup>

Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.<sup>3</sup> It is mean that reading is one important skill in learning English mainly in the school. For beginner, reading is important to increase their knowledge. Reading is a process interpreting the

---

<sup>1</sup>Clare Gilby, *Teaching English as a Foreign Language, CC 16 Edge Hill*, (University Careers Centre, August 2011)

<sup>2</sup>Grace Hui-Chin Lin & Paul Shih-Chieh Chien, *An Introduction To English Teaching a Textbook For English Educators*, (Saarbrücken, Germany, 2010), p.2

<sup>3</sup>M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 113

message. A good reader must have good ability or comprehension in order to know the meaning and the main point of the text.

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.<sup>4</sup> Reading is skill that has to be mastered by students. The students will know new knowledge and new information by reading. They are able to have good comprehension in reading because it helps them understand what the information that they want to get. If they have not, they will difficult to get the message from the text. Reading is not only about fluently but also how the students understand the information conveyed by the researcher. They should know meaning of the text in order to make them knowing the passage. In reading English texts, students need vocabulary mastery. Vocabulary is an important component in language.

The results of the thesis research conducted by Rizqi Oktanti Triandari in 2015 entitled "Developing Reading and Writing Learning Materials for Grade Eight Students of SMP N Magelang". The method used in this study is the method of R and D. This study resulted in a value of 3.17 which means both in research and development. This study has

---

<sup>4</sup> M.F Patel and Praveen, p. 114



similarities with researchers, namely the development of printed book-based learning media. The difference between this research and the research that the researchers will do is located on the location of the study, the field of study, and the material under development.<sup>5</sup>

Madrasah Tsanawiyah is an educational institution which emphasizes Islamic content as its fundamental study. This feature makes it different from junior high school. Ideally, the English materials in Madrasah Tsanawiyah should be based on Islamic background. The use of irrelevant English books is a problem in the implementation of school based curriculum and it is caused by two factors, the lack of relevant English books sold in the market and the inability of English teachers to design such kind of materials.

Firstly, most of English course books which are sold in the market don't provide any materials which are related to Madrasah Tsanawiyah students' background. Secondly, designing and developing a unit design of materials relevant to the learners is not easy.

The use of irrelevant English books causes bad effect on the English learners. Some of them are less motivated to learn English and have limited number of technical vocabularies related to their major. The students at Madrasah Tsanawiyah have difficulties in communicating their background study in English because most of their language inputs,

---

<sup>5</sup> Rizqie Oktanti Triandari, *Developing Reading and Writing Learning Materials for Grade Eight Students of SMP Negeri 4 Magelang*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015)

especially topic selection, don't support their background study as students of MTs N 1 East Lampung.

The reason researchers took research at MTs N 1 East Lampung is when the researchers do PPL in MTs N 1 East Lampung, the researchers found many problems in students at MTs N 1 East Lampung especially in the English learning. They didn't interesting whit the English learning because some factors, such as lack of interest in English learning, the low vocabulary in their have, and the English learning materials unattractive to read. Therefore, the researcher want to develop the material especially in the reading skill materials for student at MTs N 1 East Lampung with the hope that students in MTs N 1 East Lampung can improve their interest in the English learning.

The type of material that researchers will use in this study is reading skill material especially in the Islamic background. Researchers want to develop a Islamic material that is different from usual, or in other words wrapped in English learning. Besides getting religious knowledge, they can also get vocabulary from the material in the form of stories that they will read.

Islamic material that will be used by researchers in this research is about the story of some prophets in getting revelations, the exemplary of Prophet Muhammad SAW, and how a good attitude to both parents and teachers.

Based on the result of pre-survey that had been conducted on April 23<sup>th</sup>, 2019 at MTs N 1 East Lampung, The researcher got the result the students' questioner. As follows:

**Table 1.**  
**The Pre-survey data Reading Comprehension on April 23<sup>th</sup>, 2019**  
**MTs N 1 East Lampung**

No	Student Name	Final Score	Criteria
1	A	50	Failed
2	AFR	38	Failed
3	ARW	22	Failed
4	AS	60	Failed
5	CNA	28	Failed
6	D	32	Failed
7	DAT	42	Failed
8	DNA	38	Failed
9	FS	28	Failed
10	GSI	43	Failed
11	HNH	28	Failed
12	IKA	43	Failed
13	JAT	30	Failed
14	KF	43	Failed
15	M	28	Failed
16	MKA	38	Failed
17	MR	36	Failed
18	NOM	48	Failed
19	RS	48	Failed
20	SNA	40	Failed
<b>Total Score</b>		763	
<b>Highest Score</b>		62	
<b>Lowest Score</b>		22	
<b>Average</b>		38	
<b>Passed</b>		0	
<b>Failed</b>		20	

Source: Mrs. Laili Mashitoh, S.Pd.I as teacher at MTs N East Lampung

**Table 2**  
**The Students' English Percentage**  
**Class VIII B**

No.	Score	Frequency	Category	Percentage
-----	-------	-----------	----------	------------

1.	$\geq 75$	20	Failed	100 %
2.	$\leq 75$	0	Pass	0 %
Total		20		100 %

Source: The result of students' midterm test

Based on the results of interviews with the English Teacher at MTs N East Lampung, Mrs. Laili Mashitoh, S.Pd.I believes that English reading comprehension material use in classroom were not use intensively. In the school, the students almost never read English text because they feel difficult to understand the text. Therefore, their reading ability still low. The students also less vocabulary. Chitra Nur Aiyni one of eight graders students said that English language lessons were considered difficult because they did not know the meaning.

Based on the background of the research, researchers conducted an English textbook media development study in the form of reading comprehension material. The existence of learning material using English reading comprehension material is expected to help students improve their interest in learning English and improve the mastery of English vocabulary of students. In addition, the researcher hopes that with the English textbook in the form of reading comprehension material, it can provide a medium for MTs learning that can be used by teachers in increasing interest in learning English and facilitating teachers in teaching in an interesting way. Therefore, the researcher conducted a

research titled "Development of Reading Comprehension Materials for Eight grades of MTs N 1 East Lampung".

### **B. Problem Identification**

Based on the background above, the researcher can identify:

1. The students at MTs N 1 East Lampung not interested to learn about the English learning material.
2. The student lack of vocabulary at MTs N 1 East Lampung.
3. The design used in learning English material can't improve students' abilities at MTs N 1 East Lampung to the maximum.

### **C. Problem Limitation**

Based on the consideration that has been identified, the researcher limits the problem by focusing on the developing appropriate Reading Comprehension materials that conform to the student's specific needs of MTs N 1 East Lampung.

### **D. Problem Formulation**

The problem formulation of this research covers encompasses:

1. What are the target needs of student at MTs N 1 East Lampung?

2. What kinds of English reading comprehension material do the student need in MTs N 1 East Lampung?
3. How is the appropriateness of teaching materials reading comprehension material that will be used for students at MTs N 1 East Lampung?

#### **E. Purpose of Research**

The purpose of this study are:

1. To find the target needs of students at MTs N 1 East Lampung.
2. To analyze the students need of English reading comprehension material do the student need in MTs N 1 East Lampung.
3. To find out the appropriateness of teaching materials reading comprehension material that will be used for students at MTs N 1 East Lampung.

#### **F. Benefits of Products**

The results of the study entitled "Development of Reading Comprehension Materials for Eight Grades of MTs N 1 East Lampung" are expected to benefit:

1. For Student
  - a. Students are expected as more interested in English language material especially in reading comprehension material.

- b. Students are expected as more active in improving mastery of English vocabulary through the English vocabulary learning process with the media English textbook related to reading comprehension material.
2. For English Teacher
  - a. The teachers can use time to explain reading comprehension material.
  - b. Teachers can improve learning effectiveness in reading comprehension material especially in vocabulary.
3. For Headmaster
  - a. The headmaster can utilize the English textbook learning media as a support for learning.
  - b. The headmaster can improve the quality of learning to produce higher quality learning.

## **G. Product Specification**

Product specifications developed in this research is the presence of the print media shaped the English Textbook for the student of Junior High School as a support for students in learning the English material, especially for reading.

1. English media textbook is in the form of printed media in the form of illustrated books made of B5 paper and has a size (17,6 x 25 cm).

2. This English media textbook contains material and English vocabulary consisting of Reading Comprehension material.
3. The product of this research cover 3 units, these are The Prophet Muhammad SAW, Abu Jahal and Abu Lahab, and Courtesy Behavior.
4. Each unit have been equipped with relevant picture to enhance the illustration of the developed product.



## BAB II

### LITERATURE REVIEW

#### A. Theoretical Review

To reinforce the arguments conveyed in relation to this study some theoretical principles are reviewed as the foundation.

##### 1. Teaching English as a Foreign Language

According to Brown, foreign language contexts are the students which do not have the capability for communication outside their classroom. They often found through language clubs, certain media, books, or a certain tourist, but the above efforts must be made to create such occasion.<sup>6</sup>

Fachrurrazy states that it is important for anyone who want to learn methods in teaching English to know basic terms in the field. Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. TEFL methodology is highly develop and the most up-to-date training course turn out teachers who use a communicative approach and a student-centered style of teaching. Foreign language is a language acquired and spoken by a person after the first and second language.<sup>7</sup>

---

<sup>6</sup>H. Douglas Brown, *Teaching by Priciples An Interactive Approach to Language Pedagogy*, (Second Edition.SanFransisco, California, 2000), p. 116.

<sup>7</sup>Zuliati Rohmah, *Teaching English as a Foreign Language*, (Surabaya: UIN Sunan Ampel, 2000), p.9

Tamura holds that the historical teaching of foreign languages began from the operate developed through centuries in teaching Latin and Greek in Europe and England. In the middle of centuries, The textbooks used for teaching classical languages were specifically based on the grammars of Priscianus and Donatus.<sup>8</sup>

English as a foreign language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject.<sup>9</sup>

Maxom argues that the purpose of TEFL is to teach appropriate English to the learners, however the learners will able to speak English as well as the teachers.<sup>10</sup> Dakowska holds English as a foreign language must be stressed from English as a second language because the second language is learned in the group of people who apply it. It difference in the case of foreign languages study is not limited to class processes, but it is significantly enhanced by environmental input and interaction.<sup>11</sup>

Brown finds that for further than six decades, research and practice in English language teaching have classified the "four skills" listening,

---

<sup>8</sup>Elena Taralunga TAMURA, *Concepts on the methodology of teaching English*, (The Economic Journal of Takasaki City University of Economics vol.48 No.3 2006), p. 170.

<sup>9</sup> Lusi Nurhayati, Nury Supriyanti, & Anita Triastuti, *TEFL Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008), p. 3

<sup>10</sup>Michelle Maxom, *Teaching English as a Foreign Language For Dummies*, Published by John Wiley & Sons, (Ltd, ISBN: 978-0-470-74576-2, 2009)

<sup>11</sup>Maria Dakowska, *Teaching English As A Foreign Language A Guide For Professionals*, (2005)

speaking, reading, and writing as of paramount interest. EFL curricula and textbooks around the world inclined to focus on one or two of the four skills, seldom to the exclusion of others. the human species has shaped two kinds of productive performance, verbal and written, and two forms of responsive performance, aural (or auditory) and reading.<sup>12</sup>

## **2. The Concept of Reading Comprehension**

### **a. Definition of Reading**

In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situation, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g., vocabulary, grammar, and idioms).<sup>13</sup>

---

<sup>12</sup>H. Douglas Brown, *Teaching by Principles*, p. 232.

<sup>13</sup>Jack C. Richards and Willy A. Renandya, p. 273

Reading is very fundamental in the process of learning and intellectual growth. The quality of human life can be seen from how humans can maximize their potential. One effort to maximize self potential is to read.

There are many reason why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>14</sup>

The first definition, reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation. Then, Nunan adds that reading is a solitary activity which involves many interactions between readers and what they bring to the text. Grellet said that reading is a constants process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

---

<sup>14</sup>Jeremy Harmer, *How to Teach English*, (England: Person Education Limited, 2007), p.100

The second definition according to Brown states that reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability. Brown also states that for learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata – background information and cultural experience – to carry out those interpretations effectively.

The third definition, according to Anderson reading is considered as a receptive skill that needs a combination between the use of existing knowledge and the technique with the purpose of reading activities. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.

Then according to Wilga, M., reading is a most important activity in any language class, not only as a means of consolidating and extending one's knowledge of the language. Moreover, reading is about an appreciation of the organization of a written text, and a

certain awareness of the importance of letter and word combinations.<sup>15</sup>

Next Cline et.al states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. According to Glenda MacNaughton, reading is the recognition and interpretation of the meaning(s) of a printed word or symbol and of groups of words or symbols. Reading is about making meaning(s) from print. When we read a road sign we recognize the word or symbol on then try to interpret its meaning(s). When we read book we recognize groups of printed words and images in the book and then try to interpret their meaning(s).<sup>16</sup>

In other hand, reading is intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts, as by the direct message to the eye from the text.<sup>17</sup>

Reading is one of the important aspects in learning. Another important aspect in learning is learning media. The use of learning media in the teaching and learning process may generate desires,

---

<sup>15</sup>Rizqie Oktanti Triandari, *Developing Reading and Writing Learning Materials for Grade Eight Students of SMP Negeri 4 Magelang*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015), p. 11

<sup>16</sup>Glenda MacNaughton & Gillian Williams, *Teaching Young Children*, (Australia: Open university Press, 2004), p.162

<sup>17</sup>Hedgcock S. John and Dana R. Ferris, *Teaching Readers of English Students, Text, and Contexts*, (New York: Routledge, Taylor and Francis, 2009), p.15

interests, motivation, and stimulate learning activities for students. However, most teachers today teach in a conventional learning with no use of learning media.<sup>18</sup>

It means that reading is the basic to get information from a text through reading human can be thought, transferring information, and learn something new in a daily basic. In other word, reading can be as a media to improve learning process. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

Based on the statement above, it can be said that reading is an essential skill for students. By reading, students could improve their skill or even it could enlarge vocabulary, their knowledge and find a pleasure. So, reading is very important.

#### **b. Definition of Reading Comprehension**

Comprehension is the ability to understand, an exercise that trains students to understand a language. It means that comprehension is excercising which train student to improve their ability in understanding language whether in written or spoken. Moreover, Elizabeth S.Pang and friends state that comprehension is the process of deriving meaning from connected text. It involves word

---

<sup>18</sup>Noor Alfu Laila dan Yati, *Pengaruh Penggunaan Media Buku Cerita Terhadap Kemampuan Membaca Siswa Kelas IV Madrasah Ibtidaiyah di Banjarmasin*, (Banjarmasin: Fakultas Tarbiyah dan Keguruan IAIN Antasari) Jurnal Studi Gender dan Anak Vol. II No.2, Juli-Desember 2014, 174-187

recognition (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.<sup>19</sup>

According to Lapp and Fisher state that comprehension is reader's ability to interact with information in the text and also the reader's background experiences with the topic and language of the text.<sup>20</sup>

The first definition, according to Jhn T. Guthries, Allan Wigfield, and Kathleen C. Perencevich defines that reading comprehension is the process of building conceptual knowledge from a passage through cognitive interaction and motivational involvement with the passage.<sup>21</sup> In other that reading comprehension is process constructing meaning of the text involve interaction between cognitive and motivation of therader and the text itself.

The second definition, according to Klinger, reading comprehension is supported by integrating a variety of instructional practice. Then, Doughlas said that reading comprehension is principally a substance of developing appropriate efficient comprehension strategies. Some strategies are related to bottom-up

---

<sup>19</sup> Elizabeth S, Pang et.all, *Teaching Reading*, IAE, (Switzerland: Palais des Academies, 2003), p.14

<sup>20</sup> Diane Lapp and Doughlas Fisher, *EssentialReading on Comprehension*, (Newark: International Reading Association, 2009), p.2

<sup>21</sup> John T Guthrie, Allan Wigfield, and Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, Jersey London: Lawrence Erlbaum Associates, Publishers, 2004), p.227



procedures, and others enhance the top-down processes.<sup>22</sup> It means that reading comprehension is the act of understanding what the readers are read.

The third, Samuels said that reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.<sup>23</sup> Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking-being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.

Then, according to Gary Woolly reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>24</sup>

Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a

---

<sup>22</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, San Francisco: San Francisco State University, 2001), p.306

<sup>23</sup> Duke N Pearson, *Reading Comprehension Strategies That Work*, (2001), p.423

<sup>24</sup> Garry Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (DOI 10 1007/978-94-007-1174-7 2, ©Springer Science + Business Media B.V. 2011), p.15

text and exploring the organization of a text are essential for good comprehension.<sup>25</sup>

In reading comprehension the readers can derive meaning from text and build ownership of what they read when they actively relate the ideas to their own knowledge and experiences with personal connections as they read.<sup>26</sup> Soro maintains that use of strategy is needed in reading comprehension.<sup>27</sup> It means that when the readers want to know the content of the text, they should use the strategy in their reading activity.

Based on the statement above, it can be inferred that reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge. The readers are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

### **c. The Level of Reading Comprehension**

Pourkalthor & Kohan different types of reading comprehension are often distinguished, according to the reader's purposes in reading

---

<sup>25</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge University Press, New York, 2002), p. 227

<sup>26</sup> Judy Willis, *Teaching the Brain to Read*, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2008), p. 138

<sup>27</sup> Kristen Lems, et.al, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p.172

and the type of reading used. The following are type of reading used.

The following are commonly referred to:

1) *Literal*

Literal reading comprehension is reading in order to understand, remember, or recall the information explicitly contained in a passage. Literal reading refers to ideas and facts directly stated on the printed page. Literal reading is the skill of getting the primary direct literal meaning of a sentence in context. The basic skills of literal comprehension are recognizing main ideas, details, effect and sequence. The basic skills of literal comprehension are recognizing is fundamental to all reading skills at any levels because a reader must first understand what the author said.

2) *Inferential or Interpretive*

Inferential or interpretive reading is means reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level demands a higher level of thinking ability because the questions in the category of interpretation are concerned with answers that are not directly stated in the text but are suggested or implied where students make connections among individuals' states ideas, make inferences, draw conclusions, read between the lines to get inferences, or implied meaning from the text.

3) *Appreciative*

Appreciative reading comprehension is reading in order to gain an emotional or other kind of valued response from a passage.

4) *Critique or Evaluative*

Critical or evaluative comprehension is reading in order to compare information in a passage with the reader's own knowledge and values.

5) *Essential*

Write questions and answers that requires the reader to consider an issue that is addressed in the story "outside" of the story. Bring the concepts of the story to the world today, can this happen today, does it? Write down all the possible world issues that the story discusses or implies. Every story has a theme, apply the themes to the world today.

### **3. Material Development**

Evaluation plays a key role in educational research and development (R&D). Research and development is an industry-based development model in the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. Educational R&D holds great promise for improving

education because it involves a close connection between systematic program evaluation and program development.<sup>28</sup>

Many experts have stated through their respective languages, but the researcher took some theories from several experts to strengthen the research that will be conducted. The first definition by Oxford, “development” means an “event constituting a new stage in a changing situation”<sup>29</sup> or the process of change *per se*. If not qualified, “development” is implicitly intended as something positive or desirable. When referring to a society or to a socio-economic system, “development” usually means improvement, either in the general situation of the system, or in some of its constituent elements. Development may occur due to some deliberate action carried out by single agents or by some authority pre-ordered to achieve improvement, to favorable circumstances in both. Development policies and private investment, in all their forms, are examples of such actions.

According to Given, development is a multi-dimensional concept in its nature, because any improvement of complex systems, as indeed actual socio-economic systems are, can occur in different parts or ways, at different speeds and driven by different forces. Additionally, the development of one part of the system may be detrimental to the development of other parts, giving rise to conflicting objectives (trade-

---

<sup>28</sup> Meredith D.Gall, Joyce P.Gall, & Walter R.Bopg, *Educational Research an Introduction Eighth edition*, (Person: New York, 2007), p.589

<sup>29</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: University press, 2005)

offs) and conflicts. Consequently, measuring development, i.e. determining whether and to what extent a system is developing, is an intrinsically multidimensional exercise.<sup>30</sup>

Epalen, Siburian and Lubis state that the learning material/module development is one of supported innovation that supports Indonesia language learning that results in advantages such as by applying module, student can follow learning activity based on rate and self-ability, module can be utilized everywhere, so learning activity can be improved, by using teaching material, student can comprehend their learning result.<sup>31</sup>

Tamba, Perangin & Simbolon argue that in the module, there is a learning guide that allows students to learn on their own without the guidance of teachers so it is why often called as the medium used. Each aspect such as language, design structures, and patterns are also designed in such a way that makes students think easier in learning. A module is a means that teachers can utilize in teaching because the module is a means that includes materials, methods, limitations, and how to evaluate systematically designed and interesting to reach the foreseen competence.<sup>32</sup>

---

<sup>30</sup>Lorenzo G Bollu, *Development and Development Paradigms A (Reasoned) Review of Prevailing Visions*, (United Nations: EASYPol, 2011), p. 2

<sup>31</sup>Nopia Epalen, Tiur Asi Siburian and Malan Lubis, *The Development Of Teaching Material Of Writing Complex procedure Text Based Thinking Map On X Grade Students Of State Vocational School 7 Medan*, International Journal of Education, Learning and Development, ISSN 2054-6297, Vol.6, No.1, pp.56-70, January 2018, 57.

<sup>32</sup>Marni Anastasia Tamba, Reh Bungana Perangin Angin, Naeklan Simbolon, *The Development Of Civilized Education Modules Based On Saintifical Learning Given By Expert Learning Design In Class V Sd Negeri 094162 Perdagangan, Indonesia*, International Journal of Education, Learning and Development, ISSN 2054-6297,ol.6, No.9, pp.62-75,September 2018, 64.

Holguín and Morales reported, materials development is a field of study that has recently gained important significance in the Colombian context due to the fact that teachers as material developers, consider developing material as a field of knowledge that helps them to improve their teaching practices.<sup>33</sup>

Richard in Rahimi alerts that material development does not receive the attention. It should be received in the language of the second teacher and sometimes, its position is underestimated in graduate education.<sup>34</sup>

Based on the statement above, it can be inferred that development is a process to make existing potential become something better and more useful. Where a research and development is a process or steps to develop a product or perfect an existing product to be a product that can be justified.

The aim of doing development research is to provide a comprehensive introduction to the process of undertaking research in the multi and interdisciplinary field of development studies.<sup>35</sup>

---

<sup>33</sup>Bertha Ramos Holguín and Jahir Aguirre Morales, *Materials development in the Colombian context: Some considerations about its benefits and challenges*, (Universidad Pedagógica y Tecnológica de Colombia, 2014, Vol 21, No 2)

<sup>34</sup>Ali Rahimi, Ali Kushki, Ehsan Ansaripour, and Ardeshir Maki, *Educational Policy Analysis and Strategic Research, Critical Pedagogy and Materials Development; Content Selection and Gradation*, (INASED, V 10,N 1; 2015)

<sup>35</sup>Vandana Desai and Robert Potter, *Doing Development Research*, (London : Saga Publications, 2006), p. 3

#### 4. Activities and Task

According to Richard, to design tasks and activities for effective learning should consider some factors. Likewise, classifying relevant learning results, deciding and planning task and activities appropriate for the students, primary selecting lesson objectives, choosing and creating proper utilization of several materials and sources, conforming materials for the use with a professional image and related to the copyright requirements, predicting possible problems with language and task.<sup>36</sup>

Brown urges that task ordinarily defined as the specific form of technique or series of techniques closely comply with communicative curricula, and as such must minimally have communicative purposes. the general meaning of several definitions of the task is its center on the authentic usage of language for important communicative purposes beyond the language classroom.<sup>37</sup>

According to the Language Policy Unit, there is two factors that should be concerned about designing the plan of teaching. Those are Cognitive factors and affective factors. Cognitive ordinarily consider the type of task and processes, the issue, kinds of text, interactional involved as the availability to the student or the learner to deal with other aspects of performance, assists in preceding text content and design, inevitable history education, and appropriate socio cultural knowledge. On the other side, affective factors usually include four basic factors. Likewise, self-

---

<sup>36</sup>Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge University Press, United States of America,2001), p. 231.

<sup>37</sup>H. Douglas Brown, *Teaching by Principles.*, 129.



esteem: a positive self-image and lack of inhibition are likely to provide to successful task fulfillment where the student has the required self-confidence to continue in carrying out the task, state, and attitude. In addition, motivation also plays an important role. It is normally influenced by intrinsic and extrinsic motivation to carry out the task due to interest in the task or because of its perceived relevance involvement.<sup>38</sup>

Cahya stated that Pre-reading activities are very important to activate students imagination and knowledge and to arouse student motivation. They will create an effective reading room. It is important for teachers to build students' perceptions of the techniques that will be carried out in learning. Students' perceptions of teacher instruction indicate whether teaching techniques are appropriate and meet the needs of students. For reasons, it is important to know the various pre-reading activities used by the teacher and the students' perceptions about the implementation of pre-reading activities.<sup>39</sup>

## **5. Reading Comprehension Design**

Tomlinson maintains that materials often recognized as the exclusive way to provide enhanced input in the language classroom, and in this respect have undergone many changes following methodological and other theoretical trends. Whether successful or not, they have been able

---

<sup>38</sup>Language Policy Unit, *Common European Framework.*, 160-161.

<sup>39</sup> Vindy Cahya Ekaningrum and Carla Sih Prabandari, 'Students' Perception on Pre-Reading Activities in Basic Reading II Class of the English Language Education Study Program of Sanata Dharma University', *Language and Language Teaching Journal* 18, no. 02 (1 October 2015): 133, <https://doi.org/10.24071/Iit.2015.180206>.

to provide a natural link between the teachers, the students, and the language to be learned. It is undoubtedly that materials are a fundamental piece for the achievement of successful language learning and they give structure and consistency in the foreign language classroom.<sup>40</sup> According to Haerazi *et. all.*, urge that the English teachers have to present and evolve their own language learning materials refers to the students' needs relating to learning needs and target needs. It proposed to advance the extent of their language learning particularly for English language department in special universities.<sup>41</sup> Bielosova states that an institution has its own needs and goal to choose the learning method that suits to the institutions.<sup>42</sup>

Nunan believes that choosing general materials it is necessary to comply with the materials to the aims and objectives of the programme and to assure that they are constant with one's beliefs about the nature of language, learners perspectives, beliefs, and preference.<sup>43</sup>

Sari, Saputra and Maarice describe that the educators need to produce innovations by gathering and developing teaching materials so

---

<sup>40</sup>Brian Tomlinson, *Developing Materials for Language Teaching*. (London : Jones Ltd, , 2000), p. 481.

<sup>41</sup>Haerazi, Dedi Irwansyah , Juanda, Yek Amin Azis,*Incorporating Intercultural Competences in Developing English Materials for Writing Classes* , Journal of Language Teaching and Research, ISSN 1798-4769, Vol. 9, No. 3, pp. 540-547, May 2018, 545.

<sup>42</sup>Rimma Bielosova, *Developing Materials for English for Specific Purposes Online Course within the Blended Learning Concept Technical University of Košice*, Faculty of Manufacturing Technologies with a seat in Prešov, Bayerova 1, Prešov, Slovakia,TEM Journal. Volume 6, Issue 3, Pages 637-642, ISSN 2217-8309, DOI: 10.18421/TEM63-28, August 2017, 642.

<sup>43</sup>David Nunan, *Language Teaching Methodology*, A textbook for teachers,Prentice Hall, Maquaire University, Sydney, ISBN 0-13-521469-6, 1991, 209.

that learning activities can be more effective. Educators must develop the newest style of studying so that the learning activity is not monotone and dull. General learning model utilized by teachers must be connected with learning strategy so that the learning activity is more charming mainly in speed reading learning.<sup>44</sup> Yana implies that the tutors should be available to produce the materials in connection to students' background which can invent them act in the learning processes.<sup>45</sup>

Tamba, Perangin & Simbolon argue that in the module, there is a learning guide that allows students to learn on their own without the guidance of teachers so it is why often called as the medium used. Each aspect such as language, design structures, and patterns are also designed in such a way that makes students think easier in learning. A module is a means that teachers can utilize in teaching because the module is a means that includes materials, methods, limitations, and how to evaluate systematically designed and interesting to reach the foreseen competence.<sup>46</sup>

---

<sup>44</sup>Fatma Sari, Abdurrahman Adisaputera, Marice, *Development Of Speed Reading Teaching Materials Based On Anticipation Guide Strategy In Observation Result Report Text In Students Class X Mas SinarIslamiBingai*, European Centre for Research Training and Development UK, International Journal of Education, Learning and Development, Vol.6, No.8, pp.52-61, August 2018, 53.

<sup>45</sup>Dewi Yana, *Developing English Speaking Learning Materials for Saturday English School Program*, English Education Department University of Riau Kepulauan, ISSN: 2301 5292, Journal Anglo-Saxon Vol. 7 No. 1 Mei, 2016, 31.

<sup>46</sup>Marni Anastasia Tamba, Reh Bungana Perangin Angin, Naeklan Simbolon, *The Development Of Civilized Education Modules Based On Saintifical Learning Given By Expert Learning Design In Class V Sd Negeri 094162 Perdagangan, Indonesia*, International Journal of Education, Learning and Development, ISSN 2054-6297,ol.6, No.9, pp.62-75,September 2018, 64.

Tomlinson believes that presently, materials development is not only undertaken by practitioners but also a field of educational study. As a functional activity, it requires the production, evaluation, and correspondence of materials. Not only studies the principles and procedures of the design, writing, implementation, evaluation, but also analysis of materials. Ideally, these investigations both notify and are informed by the development and use of materials.<sup>47</sup>

Epalen, Siburian and Lubis state that the learning material/module development is one of supported innovation that supports Indonesia language learning that results in advantages such as by applying module, student can follow learning activity based on rate and self-ability, module can be utilized everywhere, so learning activity can be improved, by using teaching material, student can comprehend their learning result.<sup>48</sup>

In designing the English reading comprehension material for students of MTs N 1 East Lampung, according to the result of needs analysis that has been described previously, the designed materials consist of three units. Each unit consists of 10 questions.

Each unit is designed based on three focuses. They focus on vocabulary, text type, and grammar. All of them are integrated each other by using two input texts. The first input text focuses on vocabulary

---

<sup>47</sup>Brian Tomlinson, *Materials development for language learning and teaching*, (Cambridge: University Press, 2013), p. 306.

<sup>48</sup>Nopia Epalen, Tiur Asi Siburian and Malan Lubis, *The Development Of Teaching Material Of Writing Complex procedure Text Based Thinking Map On X Grade Students Of State Vocational School 7 Medan*, International Journal of Education, Learning and Development, ISSN 2054-6297, Vol.6, No.1, pp.56-70, January 2018, 57.

development, the second input text focuses on text type understanding. While the last focus, grammar focus, covers all of grammar points covered in both aforementioned input text.

## **B. Relevant Studies**

In this study researchers have carried out searches as sources or references that have similar topics or relevance to the subject matter. There are several researches as follows.

Hayati Akyol, Ahmet Cakiroglu, and Hayriye Gul Kuruyer on their journal describe that the study some developments occurred on the participants' word recognition skills and aloud reading skill. It was concluded that for the development of the reading skills of the students having reading difficulty, construction of appropriate reading environment and implementation of enrichment reading programs can be effective.<sup>49</sup>

According to Nur Hidayat who conducted this research about "Developing E-Reading Materials for Students of Grade Seven" argues that develop electronic reading materials in the form of interactive CD. Therefore, the reading materials that used in the class needs to be supported by supplementary materials. In this result shows that in interactive CD is acceptable for the seventh grades students.<sup>50</sup>

---

<sup>49</sup>Hayati Akyol, Ahmet Cakiroglu, and Hayriye Gul Kuruyer, *A Study on The Development of Reading Skills of the Students Having Difficulty in Reading: Enrichment Reading Program*, International Electronic Journal of Elementary Education Vol.6, issue 2, 199-212, 2014

<sup>50</sup>Nur Hidayat, *Development E-Reading Materials for Students of Grade Seven*, Journal of English Educators Society, 2 (1), April 2017, 33-44, E. ISSN. 2503-3492

Karman on their research describe that the use of reading material very important to student. The final objective of this research is to develop English reading materials which are suitable for Madrasah Aliyah students. The result of the need analysis, all students needed English reading materials which were based on their background study. Each unit of the developed English reading materials consists of 15 tasks and focus on vocabulary building, text type, and grammar. The quantitative analysis' result of the evaluation questionnaire shows that the highest mean is 3.47 and the lowest one is 2.89. based on the categorization using an ideal mean (Mi) and an ideal standard deviation (SDi), 21 of 30 statements about the materials belong to "good" category and nine statements belong to "very good" category.<sup>51</sup>

Next, Safrizal stated from his research, the conclusion is in several universities especially in Accounting Department, English subject in that university is taught as English General Purposes not English Specific Purposes. In addition, he found that teaching materials is designed by some criteria and also based on the students needs and supported by theories in ESP.<sup>52</sup>

The results of the thesis research conducted by I Arka, Ni N Padmadewi, Adi Jaya Putra in 2013 entitle "Developing Reading Comprehension Materials for Reading I Course in the English Education Department of FKIP Mahasaraswati University Denpasar". The method used in this research is the

---

<sup>51</sup>Karman, *Developing English Reading Materials for Madrasah Aliyah Students*, (Universitas Koala), Langkawi, Vol. 3 No. 1, April 2017, ISSN (p):2460-2280; ISSN (e): 2549-9017

<sup>52</sup> Safrizal, *Designing ESP Teaching Materials for Students of Accounting Department of Al-Azhar University Medan*, (Al-Azhar University Medan. 2013). p.97

R and D. The product in this study has been corrected by the examiner and tested. The products in this study hve been tested twice. First, it is given a trial of 41 students and 1 lecture in the english study program at the FKIP Mahasaraswati University Denpasar, because there are a number of numbers that do not match, a revision is made. The second test was conducted in class 1 B and 10 lecturers again and the results were appropriate. The product is no longer revised. For this level one reading is used in the first semester of the english language education study program FKIP Mahasaraswati University Denpasar.<sup>53</sup>

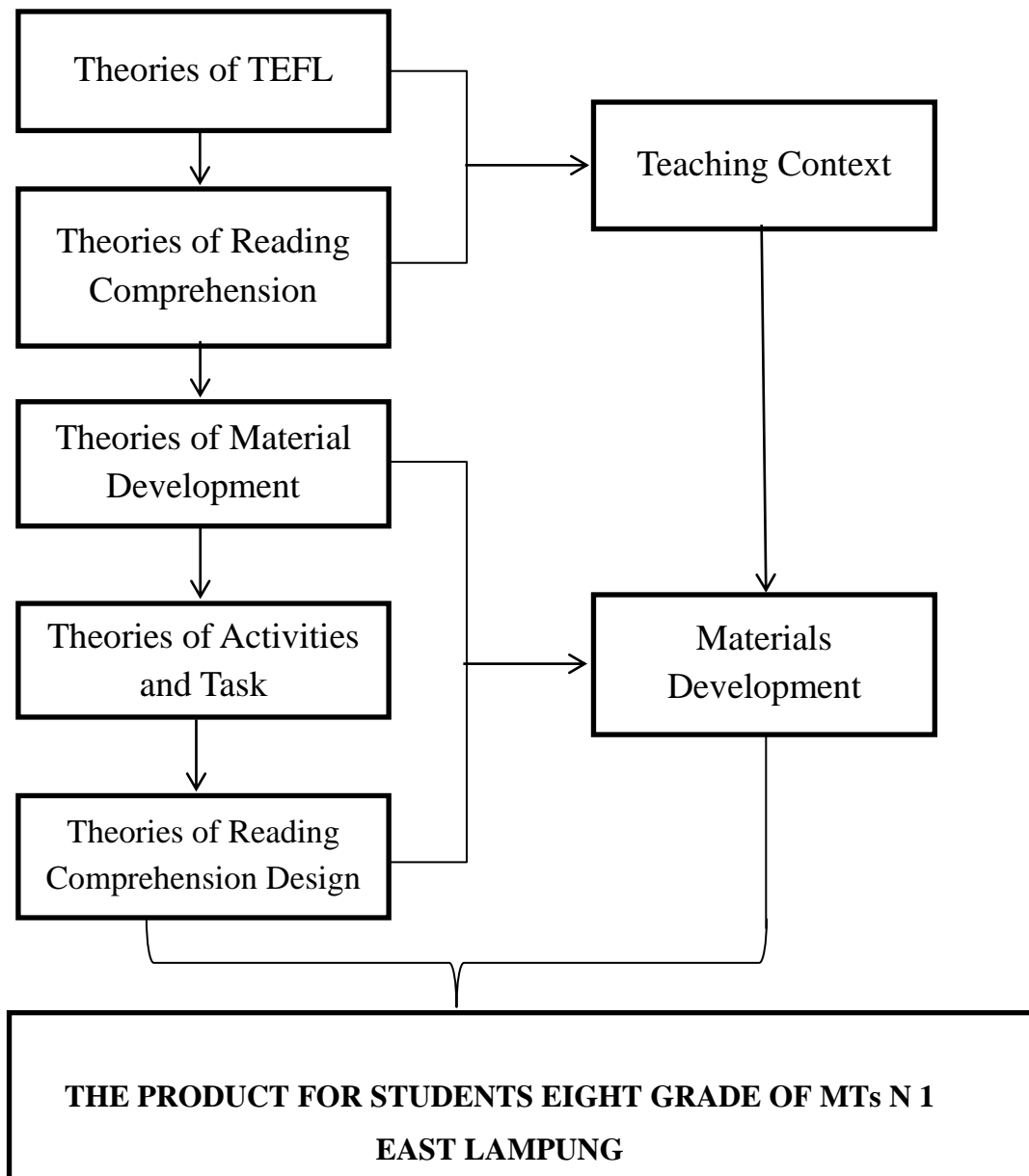
Based on the some previous finding research, the researcher concludes to develop the materials. It should be base on learners needs.

---

<sup>53</sup> I M Arka et.al, *Developing Reading Comprehension Materials for Reading I Course in the English Education Department of FKIP Mahasaraswati University Denpasar*, (e-Journal Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris Volume I tahun 2013)

### C. Framework

This system represents the framework of relevant theories used in this research.





## **CHAPTER III**

### **RESEARCH METHODS**

This chapter discusses the type of the study, research setting, research subject, research procedure, data collection technique and research instruments, and the data analysis technique.

#### **A. Type of The Study**

This research is categorized as a Research and Development (R & D) study because it was not to test theories or hypotheses, but to develop effective and appropriate product for use in schools. According to Borg and Gall education research and development is confirmed from industry-based development model in which the effects of the research will be taken to design new products or procedures, which then are systematically implemented, evaluated, and developed to match specified standards of effectiveness, quality, or comparable standards.<sup>54</sup>

Sudarsono *et al.*, argue that R& D is research conducted to produce products that can be used to advance the quality of its performance or to overcome problems that transpire in the workplace. Ordinarily aims to product.

---

<sup>54</sup> Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research*, Seventh Edition, (America: United States of America, 2003), ISBN 0-32-0889-7, p.569

The products in the range of education namely learning models, evaluation systems, learning tools, learning modules, simulators, and others.<sup>55</sup>

In Addition,Sugiyono on his book describes a classification of product testing into three levels as follows:

1. Level 1, researchers only test product design internally (expert opinion and practitioners;
2. Level 2, researchers do not design products but only validate or test the effectiveness, efficiency, and practicality of using existing products; and
3. Level 3, developing existing products. Involving internal testing (opinions of experts and practitioners) and external testing in the form of testing fields. External testing, by Borg and Gall (2003) involves preliminary field testing, playing field testing, and operational field testing.<sup>56</sup>

From the above quotations, it can be inferred that R & D is a method utilized to develop and validate educational products. R & D is adapted from industrial design educational product that often done by practitioners to develop the product systematically referred to particular standards. In this research, the educational products refers to learning materials. Based on the

---

<sup>55</sup> Fx. Sudarsono, Sumarno, Suyata, Zamroni, Djemari Mardapi, Budiyo, Wuradji, Pardjiono, Soenarto, *Metode Penelitian Pendidikan*, Editor Siti Irene Astuti Dwiningrum, (Yogyakarta: UNY Press, 2013) ISBN 978-602-7981-00-3, p.186.

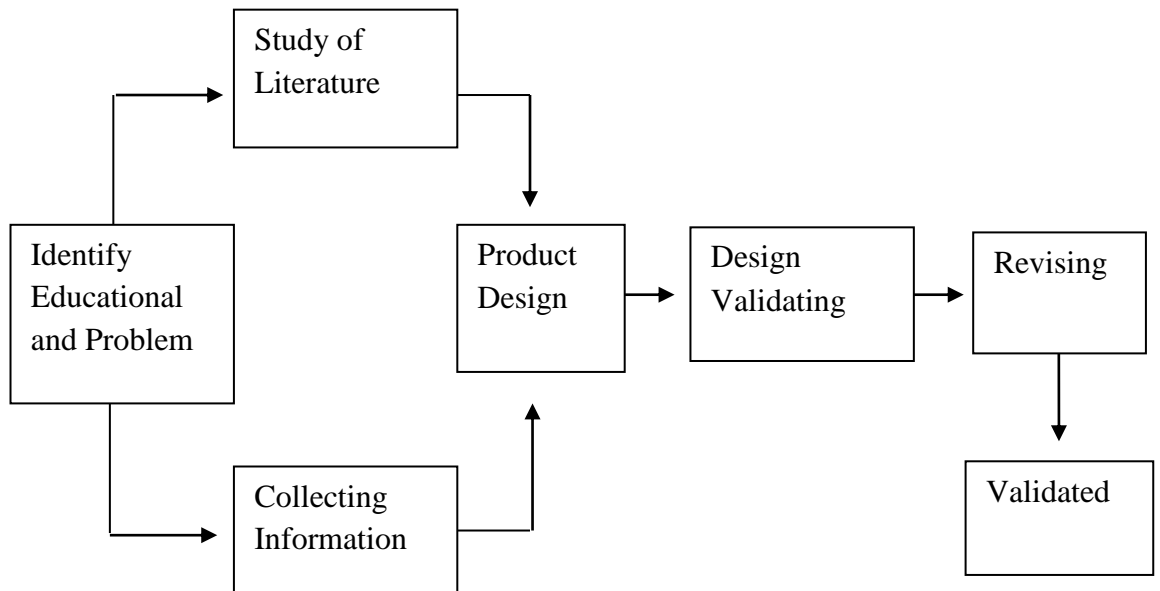
<sup>56</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatifdan R & D*, (Bandung: Alfabeta, 2015), p.454.

explanation above, the researcher decide to use the first level of product testing.

## B. Research Procedure

The systems approach model designed by Walter Dick, Lou Carey, there are ten steps are included in this version of the R&D cycle.<sup>57</sup>

Sugiyono describes the procedure of R and D level 1 is conducting research but not continued by making products and not conducting field testing. In this case, the research carried out only produces a product design, and the design is validated internally (expert opinion and practitioner) but it is not made and tested externally (field testing). The procedure is illustrated bellow:



---

<sup>57</sup> Meredith D.Gall, Joyce P.Gall, & Walter R.Gall, *Educational Research an Introduction*, p.589

## 1. Planning

In this stage, the syllabus have been developed based on the students' demands analysis questionnaire. There is also a concern about the core competence and basic competences which underlie the English teaching at MTs N 1 East Lampung. The syllabus consists of core competence and basic competence, topics, unit titles, indicators, input texts, language focus that cover vocabulary and grammar, and learning process/activities.

The goal of the needs analysis is to collect information on learning needs and learners' needs. The data have been investigated as the foundation for Developing Reading Comprehension Materials Module for Eight Grade of MTs N 1 East Lampung.

## 2. Developing the Materials

The developed materials have been based on the student needs. There are three units. Each unit of the developed materials consist of related text, language focus, activities and tasks, exercises, and answer key. Each unit have been equipped with relevant picture to enhance the illustration of the developed product. Each section follows the scientific method, which are; observing, questioning, experimenting / collecting data / information, associating / analyzing data / information, communicating, and creating.

### 3. Validating

The materials have been assessed by an expert and two practitioners to evaluate the appropriateness of the materials. The process of assessment uses expert judgment questionnaire. The questionnaire is adapted from the criteria of materials development proposed by BNSP 2011. The experts are also equipped with some open-ended questions to formulate their opinions or suggestions.

### 4. Revising

The conclusions of the expert judgment questionnaire were investigated and then utilized as the foundation to rewrite the final draft of the materials. The revisions are based on some sections namely the content, the language, the presentation, and the layout. After being revised, the materials are assessed as appropriate Instructional Materials for Students of MTs N 1 East Lampung. R & D research ended until it produced a design product that was tested internally but was not made into a product and tested by the user.

## **C. Research Subject**

The subject that researcher used in this research was the second class students of MTs N 1 East Lampung. This class consists of 20 - 25 students.

#### **D. Research Instruments**

The data collected in this research was obtained through questionnaire and rubric. In addition, the questionnaire are utilized to distinguish the learners' needs. The questionnaire is dealt with MTs N 1 East Lampung student to conduct need analysis. The question dealt with students need points with the need to create the Instructional Materials for Students of MTs N 1 East Lampung and observation sheet are addressed to the expert.

**Table 3 Research instrument**

<b>No</b>	<b>Phases</b>	<b>Research Instruments</b>	<b>Activities</b>
1.	Planning	Needs analysis questionnaire  Interview guide	The researcher conducted an analysis of student needs  The researcher is given direction from the teacher
2.	Validation	Product validation sheet  Evaluation sheet	Students are given a question sheet prepared by the researcher
3.	Revising	Focus group discussion  Interview	Students are instructed to make discussion groups  The researcher conducted interviews with students

## E. Data Analysis Techniques

Data analysis technique in this development is to describe all opinions, suggestions, and responses. This data analysis was performed to obtain the feasibility of reading comprehension material. The results obtained are used for consideration in improving teaching materials in the English learning.

The development uses data analysis techniques, namely by analyzing descriptive. Descriptive analysis is used to analyze the results of the feasibility data by calculating the average.

The data of the need analysis questionnaire have been analyzed by using frequencies and percentages, by following the formula:

$$\text{Percentage (\%)} = F/N (100)$$

Where: P : Percentage

F : Frequency

N : Total of respondents

100 % : fixed number

The highest percentages of the answers to each question were considered representing the students' needs. The percentage is calculating by dividing the frequency by the total of the respondents and then the results are multiplied by 100%.

## **BAB IV**

### **FINDINGS AND DISCUSSION**

#### **A. Description of Research Location**

##### **1. The History of MTs N 1 East Lampung**

Madrasah Tsanawiyah Negeri (MTs N) 1 East Lampung is one of the first and the oldest Madrasah Tsanawiyah Negeri in Batang Hari regency. In the course of this Madrasa has changed its name several times, initially this madrasa was named MTs Negeri Muara Bulian in Muara Tembesi, then changed to MTs Negeri Muara Bulian and finally it was changed to MTs Negeri 1 East Lampung in accordance with the decree of the minister of religion No. 681 2016 dated November 17<sup>th</sup>, 2016 concerning changing the name of State Aliyah Madrasah, State Tsanawiyah Madrasah and State Ibtidaiyah Madrasah in Jambi Province to later become the State Madrasah Tsanawiyah 1 Batang Hari or often also referred to as MTs N 1 East Lampung.

MTs N 1 East Lampung is the result of relocation from the Madrasah Tsanawiyah Negeri Tanjung Pauh Kerinci regency which was initially relocated or placed in Muara Tembesi district, Batang Hari regency. However, based on the considerations and proposals of the regional head Mr. Tk. II (Regent) Batang Hari regency at that time held by Drs. H. Hasip Kalimuddin Syam to the office of the department of religion and continued to the head of the regional office of the department of religion in Jambi, hopes that the state MTs will be



relocated from Tanjung Pauh, Kerinci regency to Muara Tembesi district, relocated to Muara Bulian district as the capital city of Batang Hari district.

Finally, on August 18<sup>th</sup>, 1981, MTs Negeri 1 East Lampung was inaugurated by the head of the regional office (Kakanwil) of the Department of Religion in the Province of Jambi, namely Drs. H. A. Munir, SA. which was also attended by the regent of Batang Hari regency, Drs. H. Hasip Kalimuddin Syam, the inauguration took place at the State Elementary School No.30 / I (center) Muara Bulian with the name MTs Negeri Muara Bulian in Muara Tembesi.

However, the continuity of the teaching and learning activities the head and teachers as well as students and students of MTs Negeri 1 East Lampung are needed, then on June 24<sup>th</sup>, 1981 Mr. Ind. Ibrahim Har, BA as head of Madrasah Tsanawiyah Negeri 1 East Lampung. The first at that time Mr. KH. Ibrahim Har, BA also holds the head of education section at the office of the department of religion in Batang Hari regency. To make learning and teaching activities successful, Mr. KH. Ibrahim Har, BA took the Policy to ask for help from teachers at Muara Bulian Middle School, 30 / I Public Elementary School teachers, and also the staff of the Batang Hari Regency Department of Religion to become teaching staff (teachers) at the MTs Negeri 1 East Lampung. The teaching staff this year are all still Honorary Staff.

## 2. The Condition of Teachers and Officials

Since the establishment of MTs N 1 East Lampung, there have been several changes to Madrasah Heads as follows:

**Table 4**  
**Names of the Teacher in MTs N 1 East Lampung**

No	Name	Profession
1	H. Irwin, S.Pd.,M.Pd	Headmaster
2	Yuli Setyono, S.Pd	Administration school
3	Abdul Rahman PS, S.Ag	Administration school
4	Drs. Abdul Sukur	Teacher
5	Ma'sum, S.Ag., M.Pd.I	Teacher
6	Dra. Hj. Sri Budi Utami	Teacher
7	Laili Mashitoh, S.Pd.I	Teacher
8	Dra. Hj. Chandrawati	Teacher
9	Dra. Rulia	Teacher
10	Sejo Winarno, BA	Teacher
11	Drs. Akhmad Zazuli	Teacher
12	Dra. Hj. Wiwik Darwati	Teacher
13	Dra. Hj. Siti Isaniyah	Teacher
14	Hj. Fatmah, S.Ag	Teacher
15	Dra. Sri Hermawati	Teacher
16	Desi Handayani, S.Pd	Teacher
17	Hj. Eni Yunanti Utami, M.Pd	Teacher
18	Mardiyati, S.Pd.I	Teacher
19	Hj. Samsiah, S.Pd.I	Teacher
20	Hj. Rosita, S.Ag	Teacher
21	Dra. Marliza	Teacher
22	Dra. Hj. Eka Marlita	Teacher
23	Sukesih, S.Pd.I	Teacher
24	Hj. Masyatun Budiarti, S.Ag., M.Pd.I	Administration school
25	Muhammad Nurdin, S.Pd	Teacher
26	Maghdalena, S.Pd	Teacher
27	Novi Diana Mandawasa, S.Ag	Teacher
28	Lathifah Yan, S.Ag	Teacher
29	Aswandi, S.Ag., M.Pd.I	Teacher
30	Musyri'ah, S.Ag., M.Pd.I	Administration school
31	Bara Sabarati, S.Psi., M.Pd.I	Teacher
32	Atik Setyawati, S.Pd	Teacher
33	Siti Nurhayati, S.Pd., M.Pd.I	Teacher
34	Hj. Hartati, S.Pd	Teacher
35	Jumangin, M.Pd	Teacher

36	Rubangi, S.Pd	Teacher
37	Drs. A. Fauzi	Teacher
38	Maryono, S.Pd., M.Kes	Teacher
39	Edi Purwanto, S.Ag	Teacher
40	Bisri Arifin, S.Pd.I	Teacher
41	Misdar, S.Pd., M.M	Teacher
42	Prayitno, S.Pd	Teacher
43	Baktiono, S.Sn	Teacher
44	Prini Mardiyanti, S.Pd	Teacher
45	Endang Puji Lestari, S.Pd	Teacher
46	Yusti Apriani, S.Pd	Teacher
47	Farida, S.Pd.I	Teacher
48	Budi Jamaludin Fa'ri, ST	Teacher
49	Putri Dwi Pravitasari, S.Pd.I	Teacher
50	Dicky Saputra, S.Pd	Teacher
51	Indra Septiawan, S.Pd	Teacher
52	Fahmi Ratna Dewi, S.Pd.I	Teacher

### 3. Students Quantity of MTs N 1 East Lampung

The students quantity of MTs N 1 East Lampung in Academic year of 2018/2019 is that can be seen on the table below.

**Table 5**  
**Number of Students at MTs N 1 East Lampung**  
**in Academic Year 2018/2019**

No	Class	Total
1	Class VII	202
2	Class VIII	219
3	Class IX	221
<b>Total</b>		<b>642</b>

#### **4. The Condition of Facilities of MTs N 1 East Lampung**

The condition of facilities in MTs N 1 East Lampung in the academic year of 2018/2019 that can be seen o the table below.

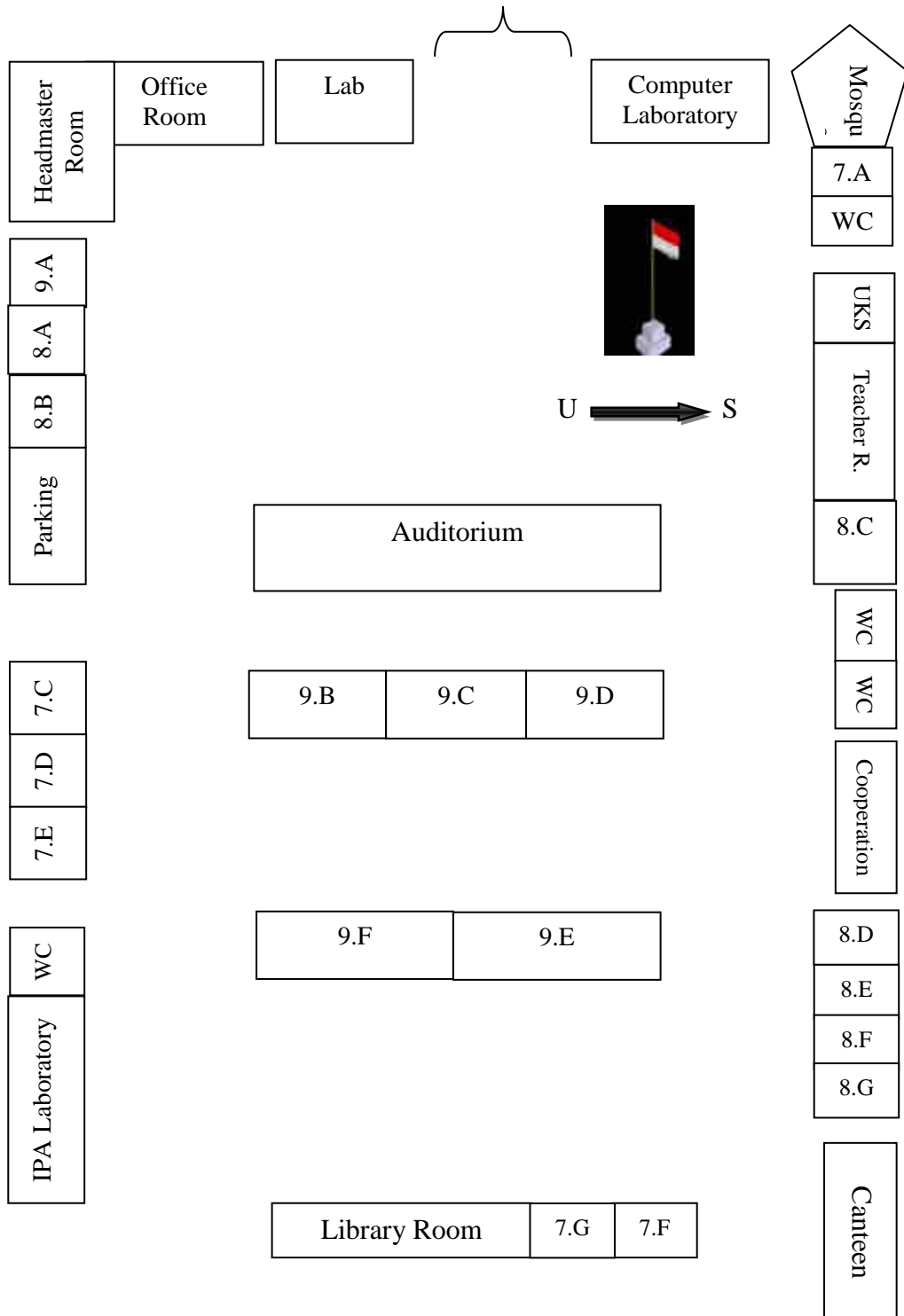
**Table 6**

##### **Building Condition of MTs N 1 East Lampung**

<b>No</b>	<b>Name of Building</b>	<b>Sum</b>
1	The headmaster room	1
2	The teacher room	1
3	The office room	1
4	The library room	1
5	The computer laboratory	1
6	The sains laboratory	1
7	The language laboratory	1
8	The auditorium	1
9	The mosque	1
10	The class room	19
11	Canteen	4
12	The room UKS	1
13	Toilet	10

## 5. The Sketch of MTs N 1 East Lampung

Figure 1  
The Sketch of MTs N 1 East Lampung



## **B. First Product Development Research**

### **1. The English Learning Needs of the Students of MTs N 1 East Lampung**

English learning material needed by students of the Eight graders of MTs N 1 East Lampung through data collection techniques. In this study the process of collecting data as below.

#### **a. Interview Results**

The English learning needs of the students of MTs N 1 East Lampung can be known through data collection through two stages, the first is by conducting interview with teachers. The researcher interviewed with Mrs. Laili Maysitoh, S.Pd as an English teacher at MTs N 1 East Lampung on March 13<sup>th</sup>, 2019.



**Figure 2. Interview with an English Teacher**

In this interview several conclusions could be drawn, among others, there were still some problem, such as student learning

vocabulary which was still low. Also, teaching materials used have not been able to generate student background knowledge as an Islamic based school. Therefore, the teacher expects a course book that can be expected to improve the students' background knowledge so that English language learning can improve their Islamic knowledge.

Madrasah Tsanawiyah is an educational institution which emphasizes Islamic content as its fundamental study. This feature makes it different from junior high school. Ideally, the English materials in Madrasah Tsanawiyah should be based on Islamic background. The use of irrelevant English books is a problem in the implementation of school based curriculum and it is caused by two factors, the lack of relevant English books sold in the market and the inability of English teachers to design such kind of materials.

b. Needs Analysis Questionnaire

The needs analysis questionnaire was conducted on October, 17<sup>th</sup> 2019, by distributing the needs analysis questionnaire to students of MTs N 1 East Lampung. The number of students who filled out the questionnaire was 20 students. The things observed in the study were published in 10 questions. The result of the questionnaire are illustrated in the table below.

**Table 7**  
**The Result of Needs Analysis Questionnaire**

No	Statement	Percentage (%)				
		Strongly Agree	Agree	Hesitant	Disagree	Strongly Disagree
		(5)	(4)	(3)	(2)	(1)
1	I have a purpose in mind when I read	50%	35%	0%	15%	0%
2	I take notes while reading to help me understand what I read	10%	65%	15%	10%	0%
3	When text becomes difficult, I read aloud to help me understand what I read	10%	60%	15%	5%	5%
4	I read slowly and carefully to make sure I understand what I am reading	30%	65%	0%	5%	0%
5	I use tables, figures, and pictures in text to increase my understanding	20%	50%	25%	5%	0%
6	I use context clues to help me better understand what I am reading	35%	25%	35%	5%	0%
7	I try to guess what the content of the text is about when I read	15%	60%	25%	0%	0%
8	I check to see if my guesses about the text are right or wrong	45%	35%	15%	5%	0%
9	When I read, I guess the meaning of unknown words or phrases	35%	25%	25%	15%	0%
10	When reading, I translate from English into my native language	50%	35%	10%	5%	0%





**Figure 3. Distribution of Questionare**

## **2. The English Learning Materials for MTs N 1 East Lampung**

The researcher developed English reading skill material in the form of course book which contained Islamic learning materials. The developed materials consist of 3 units, in which there are several tasks and also texts that are expected to be understood by students.

**Table 8**

**List of Content Product**

<b>Unit</b>	<b>Title</b>	<b>Reading sub skill</b>	<b>Value</b>
1	The Prophet Muhammad SAW	Vocabulary	Patient
2	Abu Jahal & Abu Lahab	Text type	Behavior
3	Courtesy Behavior	Grammar	Obedience



**Figure 4. Product before revising**

### **3. The Internal Validity of the Developed English Learning Materials for MTs N 1 East Lampung**

Product language teaching English reading skill materials for eight grade of MTs N 1 East Lampung has been validated / assessed by three lecturers of TBI IAIN Metro Study Program. The three lecturers were submitted by researchers to the Chairperson of the English Language Department IAIN Metro to subsequently be made a letter of application to become a validator. The validation process takes place on Monday, December 2<sup>sd</sup> 2019. The results of the assessment of teaching materials from 3 practitioners are presented in the following table.

**Table 9**  
**Aiken's V Score Materials Development**

<b>NO</b>	<b>ASPECT</b>	<b>AIKEN'S V VALUE</b>	<b>REVARED</b>
1	Conformity Title	0,444	Give a more specific title
2	Suitability Size	0,111	Size to be consistent
3	Language and Vocabulary	0,222	Adapted to the abilities of students
4	Suitability of Material	0,333	Adjusting
5	Depth of Material	0,222	Revise
6	Accuracy the Material	0,222	Revise
7	Material Flexibility	0,333	Revise
8	Compliance with the Level of Development of Students	0,333	Adjusting
9	Communicative	0,444	Revise
10	Accuracy	0,333	Revise
11	Integration and Unity of Ideas	0,333	Revise
12	Presentation Techniques	0,556	
13	Presentation of Learning	0,556	
14	Layout of Contents	0,667	
15	Illustration of Contents	0,667	
16	Typography of Material	0,556	

Table above shows that out of 16 aspects have been assessed by practitioners, where there are 11 aspect that not support good content validity. In the validation process Validator I suggest that it be complete with a table of contents, besides that the skill use in the produk is not effective to students at MTs or junior high school, and also cover design is also recommended to be changed to be more interesting, and the last is to pay attention to writing techniques (Dr. Umi Yawisah, M.Hum, 2019). Furthermore validator II gives to pay attention to grammatical writing, and the last to give authentic source (Dr. Mahrus As'ad, M.Ag, 2019). Finally, validator III compliment all the validator's suggestins by asking to use the phonetics in each glossary, the last is to use the remaining empty space for cover (Dr. Dedi Irwansyah, 2019).



**Figure 5. Validation Product with Validator I (Dr. Umi Yawisah, M.Hum)**



**Figure 6. Validation Product with Validator II (Dr. Mahrus As'ad, M.Ag)**

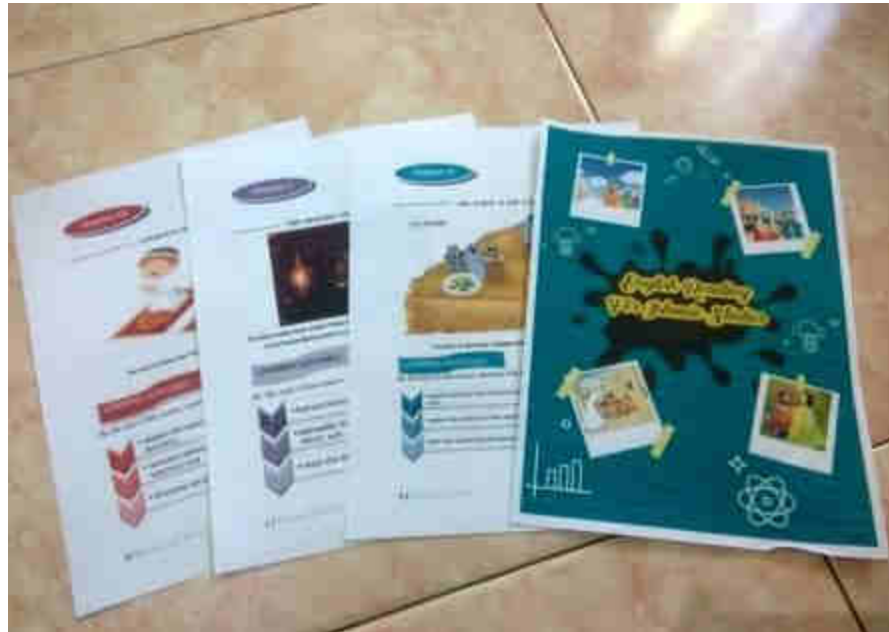


**Figure 7. Validation Product with Validator III (Dr. Dedi Irwansyah)**

### **C. Revision Product**

Revisions are carried out after going through the validation process. In the validation process there are a number of suggestions given by expert and practitioners. In the revision process there are some fundamental changes

that must be made in order to meet the feasibility of product quality as students' teaching materials.



**Figure 8. Product after Revising**

#### **D. Final Product Study**

The developing reading comprehension materials module for eight grade of MTs N 1 East Lampung can meet the needs of students because they can integrate knowledge in islamic boarding schools with schools. Learning english using teaching materials that contain islamic stories can influence student learning outcomes between formal school and religious schools.

In addition, the development reading skill can fill the minimum availability of english material that is particular and contextual in accordance with islamic values.

#### **E. Limitations of the Study**

The limitations of the study mainly occur in aspects of validity and effectiveness. Product validation has not been carried out by experts in the field of English Reading Comprehension Materials, language teaching experts through literary texts, and experts in Islamic content fields that have a national or international reputation. Product effectiveness has also not been done in the field trials (external validity) but only through the process on internal validity and product revision.

## **CHAPTER V**

### **CONCLUSION AND SUGESSTION**

#### **A. Conclusions of the Products**

Based on the research, the researcher concludes that several things related to the product of English course book for MTs N 1 East Lampung of the eight grades based on Islamic stories are as follows.

1. The product is in the line with the learning needs of the students of MTs N 1 East Lampung.
2. Product is presented are preferred by students because they have never before been in their school.
3. The product still have limitations on aspects of validity and effectiveness.

#### **B. Suggestions for Using Product**

English course book for Islamic Junior High School teaching products for the eight graders are good for students of religious schools especially MTs N 1 East Lampung. However, there are some suggestion for this product as follows.

1. To students, this product is expected to sharpen the analysis of students as expected.
2. To researcher, the use of a more attractive design makes it easier for students to understand the contents of the course book.
3. To other people, this product can be used as a reference for development for further research and can be depend as needed.



#### 4. BIBLIOGRAPHY

5. A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: University press, 2005).
6. Ali Rahimi, Ali Kushki, Ehsan Ansaripour, and Ardeshir Maki, *Educational Policy Analysis and Strategic Research, Critical Pedagogy and Materials Development; Content Selection and Gradation*, (INASED, V 10, N 1; 2015).
7. Bertha Ramos Holguín and Jahir Aguirre Morales, *Materials development in the Colombian context: Some considerations about its benefits and challenges*, (Universidad Pedagógica y Tecnológica de Colombia, 2014, Vol 21, No 2).
8. Brian Tomlinson, *Developing Materials for Language Teaching*. (London : Jones Ltd, , 2000)
9. Brian Tomlinson, *Materials development for language learning and teaching*, (Cambridge: University Press, 2013).
10. Clare Gilby, *Teaching English as a Foreign Language, CC 16 Edge Hill*, (University Careers Centre, August 2011).
11. David Nunan, *Language Teaching Methodology*, A textbook for teachers, Prentice Hall, Macquarie University, Sydney, ISBN 0-13-521469-6, 1991, 209.
12. Dewi Yana, *Developing English Speaking Learning Materials for Saturday English School Program*, English Education Department University of Riau Kepulauan, ISSN: 2301 5292, Journal Anglo-Saxon Vol. 7 No. 1 Mei, 2016.
13. Diane Lapp and Douglas Fisher, *Essential Reading on Comprehension*, (Newark: International Reading Association, 2009).
14. Duke N Person, *Reading Comprehension Strategies that Work*, (2001).
15. Elena Taralunga TAMURA, *Concepts on the methodology of teaching English*, (The Economic Journal of Takasaki City University of Economics vol.48 No.3 2006).
16. Elizabeth S, Pang et.al, *Teaching Reading*, IAE, (Switzerland: Palais des Academies, 2003)
17. Fatma Sari, Abdurrahman Adisaputera, Marice, *Development Of Speed Reading Teaching Materials Based On Anticipation Guide Strategy In*

*Observation Result Report Text In Students Class X Mas SinarIslamiBingai*, European Centre for Research Training and Development UK, International Journal of Education, Learning and Development, Vol.6, No.8, pp.52-61, August 2018.

18. Fx. Sudarsono, Sumarno, Suyata, Zamroni, Djemari Mardapi, Budiyo, Wuradji, Pardjiono, Soenarto, *Metode Penelitian Pendidikan*, Editor Siti Irene Astuti Dwiningrum, (Yogyakarta: UNY Press, 2013) ISBN 978-602-7981-00-3.
19. Garry Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (DOI 10 1007/978-94-007-1174-7 2, ©Springer Science + Business Media B.V. 2011)
20. Glenda MacNaughton & Gillian Williams, *Teaching Young Children*, (Australia: Open university Press, 2004).
21. Grace Hui-Chin Lin & Paul Shih-Chieh Chien, *An Introduction To English Teaching a Textbook For English Educators*, (Saarbrücken, Germany, 2010).
22. H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Second Edition.San Fransisco, California, 2000).
23. Haerazi, Dedi Irwansyah , Juanda, Yek Amin Azis,*Incorporating Intercultural Competences in Developing English Materials for Writing Classes* , Journal of Language Teaching and Research, ISSN 1798-4769, Vol. 9, No. 3, pp. 540-547, May 2018.
24. Hayati Akyol, Ahmet Cakiroglu, and Hayriye Gul Kuruyer, *A Study on The Development of Reading Skills of the Students Having Difficulty in Reading: Enrichment Reading Program*, International Electronic Journal of Elementary Education Vol.6, issue 2, 199-212, 2014.
25. Hedgcock S. John and Dana R. Ferris, *Teaching Readers of English Students, Text, and Contexts*, (New York: Routledge, Taylor and Francis, 2009).
26. I M Arka et.al, *Developing Reading Comprehension Materials for Reading I Course i The English Education Departmentof FKIP Mahasaraswati University Denpasar*, (e-Journal Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris Volume I tahun 2012)
27. Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge University Press, United States of America, 2001).

28. Jeremy Harmer, *How to Teach English*, (England: Person Education Limited, 2007).
29. John T Guthrie, Allan Wigfield, and Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, Jersey London: Lawrence Erlbaum Associates, Publishers, 2004).
30. Judy Willies, *Teaching the Brain to Read*, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2008).
31. Karman, *Developing English Reading Materials for Madrasah Aliyah Students*, (Universitas Koala), Langkawi, Vol. 3 No. 1, April 2017, ISSN (p):2460-2280; ISSN (e): 2549-9017.
32. Kristen Lems, et.al, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010).
33. Lorenzo G Bollu, *Development and Development Paradigms A (Reasoned) Review of Prevailing Visions*, (United Nations: EASYPol, 2011).
34. Lusi Nurhayati, Nury Supriyanti, & Anita Triastuti, *TEFL Methodology*, (Yogyakarta: Universitas Negeri Yogyakarta, 2008)
35. M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, and Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008).
36. Maria Dakowska, *Teaching English As A Foreign Language A Guide For Professionals*, (2005).
37. Marni Anastasia Tamba, Reh Bungana Perangin Angin, Naeklan Simbolon, *The Development Of Civilized Education Modules Based On Saintifical Learning Given By Expert Learning Design In Class V Sd Negeri 094162 Perdagangan, Indonesia*, International Journal of Education, Learning and Development, ISSN 2054-6297,ol.6, No.9, pp.62-75,September 2018.
38. Meredith D. Gall, Joyce P. Gall, Walter R. Borg, *Educational Research*, Seventh Edition, (America: United States of America, 2003), ISBN 0-32-0889-7.
39. Michelle Maxom, *Teaching English as a Foreign Language For Dummies*, Published by John Wiley & Sons, (Ltd, ISBN: 978-0-470-74576-2, 2009).
40. Noor Alfu Laila dan Yati, *Pengaruh Penggunaan Media Buku Cerita Terhadap Kemampuan Membaca Siswa Kelas IV Madrasah Ibtidaiyah*

di Banjarmasin, (Banjarmasin: Fakultas Tarbiyah dan Keguruan IAIN Antasari) Jurnal Studi Gender dan Anak Vol. II No.2, Juli-Desember 2014.

41. Nopia Epalen, Tiur Asi Siburian and Malan Lubis, *The Development Of Teaching Material Of Writing Complex procedure Text Based Thinking Map On X Grade Students Of State Vocational School 7 Medan*, International Journal of Education, Learning and Development, ISSN 2054-6297, Vol.6, No.1, pp.56-70, January 2018.
42. Nur Hidayat, *Development E-Reading Materials for Students of Grade Seven*, Journal of English Educators Society, 2 (1), April 2017, 33-44, E. ISSN. 2503-3492.
43. Rimma Bielousova, *Developing Materials for English for Specific Purposes Online Course within the Blended Learning Concept Technical University of Košice*, Faculty of Manufacturing Technologies with a seat in Prešov, Bayerova 1, Prešov, Slovakia, TEM Journal. Volume 6, Issue 3, Pages 637-642, ISSN 2217-8309, DOI: 10.18421/TEM63-28, August 2017.
44. Rizqie Oktanti Triandari, *Developing Reading and Writing Learning Materials for Grade Eight Students of SMP Negeri 4 Magelang*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015).
45. Safrizal, *Designing ESP Teaching Materials for Students of Accounting Department of Al-Azhar University Medan*, (Al-Azhar University Medan. 2013).
46. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2015).
47. Vandana Desai and Robert Potter, *Doing Development Research*, (London : Saga Publications, 2006).
48. Vindy Cahya Ekaningrum and Carla Sih Prabandari, 'Students' Perception on Pre-Reading Activities in Basic Reading II Class of the English Language Education Study Program of Sanata Dharma University', *Language and Language Teaching Journal* 18, no. 02 (1 October 2015): 133, <https://doi.org/10.24071/Ilt.2015.180206>.
49. Zuliati Rohmah, *Teaching English as a Foreign Language*, (Surabaya: UIN Sunan Ampel, 2000).



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : ANGGUN ANGGRAINI  
NPM : 1501070151

Jurusan : TBI  
Semester : IX/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	26/12/2019	✓		Revisi Chapter IV & V	
2	30/12/2019	—		ACE Mengajar	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Drs. Kurvani Utih, M.Pd  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507, Faksimili (0726) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : ANGGUN ANGGRAINI  
NPM : 1501070151

Jurusan : TBI  
Semester : IX/ 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa / 17 Des. 2019		✓	- Revisi cover - Revisi Abstrak - Revisi Bab I - Revisi chapter II - Revisi chapter III - Revisi chapter IV	
2.			✓	- Revisi chapter III - Revisi chapter IV	
3.			✓	<i>Ah Subhan Roza</i> <i>See 2 Desember</i>	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Hingmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47295, Website: www.tarbiyah.metrouni.ac.id, e-mail: tarbiyah.iaim@metrouni.ac.id

Nomor : B-0086/In.28.1/J/TL.00/01/2019  
Lampiran :-  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MTs NEGERI 1 LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **ANGGUN ANGGRAINI**  
NPM : 1501070151  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **DEVELOPMENT OF READING COMPREHENSION FOR EIGHT  
GRADE OF MTs NEGERI 1 LAMPUNG TIMUR**


untuk melakukan *pra-survey* di MTs NEGERI 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 Januari 2019

Ketua Jurusan  
Tadris Bahasa Inggris

  
**Ahmad Subhan Roza, M.Pd.**  
NIP 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR**  
**MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
Jalan Ki Hajar Dewantara 388 Banjarrejo Kec. Batanghari  
Kode Pos 34181 Telp.(0725) 7852539

**SURAT IZIN PRA SURVEY**

Nomor : B. 336 /MTs.08.1/PP.005/04/ 2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro Nomor : B.0086/In.28.1/J/TL.00/01/2019, Tanggal 07 Januari 2019, dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama : **Anggun Anggraini**  
NPM : 1501070151  
Jurusan : Pendidikan Bahasa Inggris

Telah di izinkan untuk melaksanakan Pra Survey di MTsN 1 Lampung Timur selama 2 (dua) Hari dari Tanggal 22-23 April 2019 dengan Judul " **Development of reading comprehension Material for eight grade of MTs Negeri 1 Lampung Timur** "

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di gunakan sebagaimana mestinya.

Batanghari, 25 April 2019  
Kepala,  
  
**IRWIN**







**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-2989 /In.28.1/J/PP.00.9/9/2019  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

23 September 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Anggun Anggraini  
NPM : 1501070151  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Development Of Reading Comprehension Materials For Eight Grade Of MTs N 1 East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,  
  
A. Subhan Roza, M.Pd  
NIP. 19750610 2008011042





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Binangun Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47236; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3276/ln.28/D.1/TL.00/10/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTs N 1  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3275/ln.28/D.1/TL.01/10/2019,  
tanggal 16 Oktober 2019 atas nama saudara:

Nama : **ANGGUN ANGGRAINI**  
NPM : 1501070151  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di  
atas akan mengadakan research/survey di MTs N 1, dalam rangka menyelesaikan  
Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul  
"DEVELOPMENT OF READING COMPREHENSION MATERIALS FOR EIGHT  
GRADE OF MTs N 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya  
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Oktober 2019

Wakil Dekan I,

  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 0031



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR**  
**MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
Jalan Ki Hajar Dewantara 388 Banjarrejo Kec. Batanghari  
Kode Pos 34181 Telp.(0725) 7852539

**SURAT IZIN RESEARCH**  
Nomor : B.741/MTs.08.1/PP.005/10/2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri ( IAIN ) Metro Nomor : B.3276/In.28/d.1/TL.00/10/2019 Tanggal 16 Oktober 2019 Tentang Izin Research Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama : **Anggun Anggraini**  
NPM : 1501070151  
Jurusan : Pendidikan Bahasa Inggris

Telah di izinkan untuk melaksanakan **Research** di MTs Negeri 1 Lampung Timur dengan Judul "**Development Of Reading Comprehension Matelials For Eight Grade Of MTsN 1 Est Lampung**"

Demikian Surat izin Research ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari 21 Oktober 2019

Kepala,

  
**IRWIN**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR**  
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR  
Jalan Ki Hajar Dewantara 38B Banjarrejo Kec. Batanghari  
Kode Pos 34181 Telp.(0725) 7852539

**SURAT IZIN RESEARCH**

Nomor : B. 877 /MTs.08.1/PP.005/12/ 2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri ( IAIN ) Metro Nomor : B.3276/In.28/d.1/TL.00/10/2019 Tanggal 16 Oktober 2019 Tentang Izin Research Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

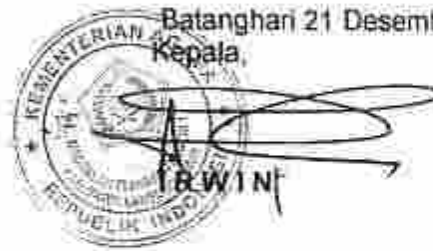
Nama : **Anggun Anggraini**  
NPM : 1501070151  
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melaksanakan **Research** di MTs Negeri 1 Lampung Timur pada hari Jum'at Tanggal 18 Oktober 2019 dengan Judul "**Development Of Reading Comprehension Matellais For Eight Grade Of MTsN 1 East Lampung**"

Demikian Surat izin Research ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari 21 Desember 2019

Kepala,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metroaniv.ac.id

## SURAT TUGAS

Nomor: B-3275/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **ANGGUN ANGGRAINI**  
NPM : 1501070151  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs N 1, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "DEVELOPMENT OF READING COMPREHENSION MATERIALS FOR EIGHT GRADE OF MTs N 1 EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 16 Oktober 2019

Mengetahui,  
Pejabat Setempat  
  
H. Irwani S.Pd, M.Pd  
NIP. 19690403 200212 1 002

Dekan I,  
  
Isti Fatmahan MA  
NIP. 19670511 199303 2 003

## INTERVIEW GUIDE ENGLISH TEACHER

1. Apa saja kesulitan siswa dalam belajar bahasa Inggris?
2. Skill apakah yang menjadi kelemahan siswa dalam belajar bahasa Inggris?
3. Berdasar pada apakah pemilihan bahan ajar?
4. Materi apa yang sering digunakan di kelas?
5. Apakah siswa menggunakan buku pelajaran bahasa Inggris?
6. Pernah tidak, ibu membuat semacam modul, course book, atau sejenisnya untuk pembelajaran bahasa Inggris?
7. Apakah pihak sekolah menyediakan materi pembelajaran bahasa Inggris?
8. Apakah lingkungan social masyarakat setempat mempengaruhi proses belajar siswa?
9. Menurut anda, buku bahasa Inggris yang bagus itu yang seperti apa?



Interviewer : Bismillahirrohmanirrohim, Assalamu'alaikum Wr.Wb

Interviewees : Waalaikumussalam Wr.Wb

Interviewer : Saya Anggun Anggraini, mahasiswa dari IAIN Metro. Beberapa hari yang lalu saya sudah meminta izin kepada Pak Suyono selaku waka kurikulum di MTs N 1 Lampung Timur untuk melakukan research di sekolah ini, dan alhamdulillah beliau menyetujui. Beliau menyarankan saya untuk menemui ibu Laili Maysitoh, M.Pd.I selaku wali kelas VIII. Kemarin, saya telah meminta izin kepada ibu Laili untuk membagikan blanko kuesioner yang ditujukan kepada siswa. Setelah saya mengambil sample dari perspektif siswa, hari ini saya akan mencoba menganalisa dari sudut pandang guru. Apakah di izinkan bu?

Interviewees : Boleh mbak, silahkan.

Interviewer : Baik bu, terimakasih. Apa saja kesulitan siswa dalam belajar bahasa inggris?

Interviewees : Kalok di MTs ini siswa lemah dalam perbendaharaan kata. Kalok dalam bahasa inggris kan siswa dituntut untuk bisa berbicara dengan bahasa inggris, nah mereka itu susah cara melafaskan katanya.

Interviewer : Skill apa yang menjadi kelemahan siswa dalam belajar bahasa inggris?

- Interviewees : Skillnya itu, mereka kurang memperhatikan proses pembelajaran. Jadi berbeda dengan anak-anak zaman dulu.
- Interviewer : Lalu, bagaimana dengan ke-4 skill yang ada seperti, speaking, listening, writing dan reading, mereka lemah dalam yang mana bu?
- Interviewees : Speaking, karena biasanya dalam berdialog itu mereka kurang memahami apa yang akan di bicarakan. Karena itu tadi mbak, mereka lemah dalam vocabulary.
- Interviewer : Berdasar pada apa pemilihan bahasa pada proses pembelajaran bu?
- Interviewees : Biasanya ibu menggunakan metode berdiskusi dan dialog.
- Interviewer : Materi apa yang sering digunakan di dalam proses pembelajaran? Reading, speaking, listenig, atau wrting?
- Interviewees : Tergantung bukunya mbak, karna kita kan selalu mengikuti yang ada di buku. Jadi kalok dibuku reading, yang kita belajar reading. Kalok di buku speaking, ya kita belajar speaking.
- Interviewer : Jadi 1 hari bisa 4 skill di pelajari bu?
- Interviewees : Iya mbak. Contohnya kita akan menulis "go", nah itu sudah masuk dalam writing, bacanya sudah masuk dalam speaking.
- Interviewer : Apakah siswa menggunakan buku pelajaran bahasa inggris dari sekolah atau dari ibu sendiri? Dan dari pihak sekolah itu memakai buku k-13 atau bukan bu?



Interviewees : K-13 yang sudah di revisi

Interviewer : Apakah ibu pernah membuat semacam modul atau sejenisnya untuk menunjang proses pembelajaran bahasa inggris?

Interviewees : Pernah, dan saya membuatnya juga yang berkaitan dengan silabus.

Interviewer : Lalu bagaimana sikap mereka dalam menanggapi modul tersebut?

Interviewees : Senang, karena modul itu kan juga dibuat sesuai dengan kurikulum.

Interviewer : Apakah pihak sekolah menyediakan materi bahasa inggris?

Interviewees : Tidak.

Interviewer : Apakah lingkungan sosial masyarakat setempat mempengaruhi proses belajar siswa?

Interviewees : Tidak mbak, kayak disini mereka tetap menggunakan bahasa indonesia. Jadi mereka berbicara bahasa inggris hanya pada saat pelajaran bahasa inggris saja.

Interviewer : Menurut ibu, buku bahasa inggris yang bagus itu yang seperti apa?

Interviewees : Menurut ibu, buku bahasa inggris yang bagus itu yang kurikulum 13 dan sudah di revisi. Ibu saat ini menggunakan buku tersebut.

Interviewer : Baik bu, saya rasa cukup informasi yang ibu paparkan. Semoga dapat saya pergunakan sebaik-baiknya. Sekali lagi saya ucapkan terimakasih bu. Wassalamu'alaikum, wr.wb

Interviewees : Iya mbak, sama-sama. Wassalamu'alaikum,wr.wb

## Questionnaire for Students Need Analysis

### Petunjuk Pengisian

Kuisisioner ini diberikan untuk pengambilan data penelitian skripsi mahasiswa jurusan Tadris Bahasa Inggris (TBI) di IAIN Metro, dengan tujuan untuk mengetahui kebutuhan materi Reading Comprehension pada siswa di MTs N 1 Lampung Timur. Oleh sebab itu, penulis berharap siswa dapat mengisi instrument ini dengan **JUJUR** berdasarkan apa yang siswa rasakan dengan cara memberikan tanda **CENTANG (✓)** pada jawaban yang dianggap sesuai.

### Kriteria:

- SS : Sangat Setuju
- S : Setuju
- RR : Ragu-Ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

**The Identity of Students**

Name : M. Khoirul Adhama

Class : VIII

No	Statement	1	2	3	4	5
		SS	S	RR	TS	STS
1	I have a purpose in mind when I read		✓			
2	I take notes while reading to help me understand what I read			✓		
3	When text becomes difficult, I read aloud to help me understand what I read		✓			
4	I read slowly and carefully to make sure I understand what I am reading	✓				
5	I use tables, figures, and pictures in text to increase my understanding		✓			
6	I use context clues to help me better understand what I am reading		✓			
7	I try to guess what the content of the text is about when I read	✓				
8	I check to see if my guesses about the text are right or wrong		✓			
9	When I read, I guess the meaning of unknown words or phrases		✓	✓		
10	When reading, I translate from English into my native language			✓		

**The Identity of Students**

Name : HAFID-N.H

Class :

No	Statement	1	2	3	4	5
		SS	S	RR	TS	STS
1	I have a purpose in mind when I read		✓			
2	I take notes while reading to help me understand what I read		✓			
3	When text becomes difficult, I read aloud to help me understand what I read		✓			
4	I read slowly and carefully to make sure I understand what I am reading	✓				
5	I use tables, figures, and pictures in text to increase my understanding		✓			
6	I use context clues to help me better understand what I am reading	✓				
7	I try to guess what the content of the text is about when I read		✓			
8	I check to see if my guesses about the text are right or wrong			✓		
9	When I read, I guess the meaning of unknown words or phrases		✓			
10	When reading, I translate from English into my native language		✓			

**The Identity of Students:**

Name : Maharani

Class : VIII<sup>c</sup>

No	Statement	1	2	3	4	5
		SS	S	RR	TS	STS
1	I have a purpose in mind when I read	✓				
2	I take notes while reading to help me understand what I read		✓			
3	When text becomes difficult, I read aloud to help me understand what I read	✓				
4	I read slowly and carefully to make sure I understand what I am reading		✓			
5	I use tables, figures, and pictures in text to increase my understanding	✓				
6	I use context clues to help me better understand what I am reading			✓		
7	I try to guess what the content of the text is about when I read		✓			
8	I check to see if my guesses about the text are right or wrong	✓				
9	When I read, I guess the meaning of unknown words or phrases		✓			
10	When reading, I translate from English into my native language	✓				

**The Identity of Students**

Name: REGI SETIAWAN

Class: VIII<sup>C</sup>

No	Statement	1	2	3	4	5
		SS	S	RR	TS	STS
1	I have a purpose in mind when I read	✓				
2	I take notes while reading to help me understand what I read		✓			
3	When text becomes difficult, I read aloud to help me understand what I read		✓			
4	I read slowly and carefully to make sure I understand what I am reading		✓			
5	I use tables, figures, and pictures in text to increase my understanding		✓			
6	I use context clues to help me better understand what I am reading	✓				
7	I try to guess what the content of the text is about when I read	✓				
8	I check to see if my guesses about the text are right or wrong		✓			
9	When I read, I guess the meaning of unknown words or phrases	✓				
10	When reading, I translate from English into my native language		✓			

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : IKI..Fatmala

Kelas/semester : VIII C

Jenis kelamin : P

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		karena saya mendapatkan informasi dari teks tersebut.
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		karena saya ingin Mengeth apa yg saya belum mengerti
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		karena saya ingin benar dalam membach teks supaya benar



4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		dengan saya berimajinasi :)
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		karena saya tidak tahu maka dari situ saya bertanya
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		agar saya tidak lupa bahwa itu sudah saya temui
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		Iya supaya saya lebih mengerti
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?		✓	Tidak sebentar tetapi saya membutuhkan waktu yang lama :)
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		Iya supaya saya mengerti
10	Apakah anda menyukai teks Bahasa Inggris?	✓		Iya karena itu menantang diri saya :)

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : Deswita Nur Aini

Kelas/semester : VIII semester 2

Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		ya, agar bisa
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		ya supaya mudah di mengerti
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		iya karena agar mendapat nilai bagus

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓	Ya agar Bisa
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓	Ya Biar Bisa
6	Apakah anda menandai kosa kata yang baru anda temui?	✓	Ya sangat suka
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓	Ya agar lebih jelasnya
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓	Ya agar mudah dipahami
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓	Ya
10	Apakah anda menyukai teks Bahasa Inggris?	✓	Ya

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : AULIA SALSABILA

Kelas/semester : VIII C II

Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		karena saya mendapat informasi sebelum dimunculkan
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		karena saya belum atau tidak seberapa mengerti kosa kata bahasa Inggris
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?		✓	karena saya tidak seberapa memperhatikan sebuah teks

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	saya memakai foto bergambar kadang saya.
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		karena saya memerlukan bantuan orang lain.
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		karena kosakata nya masih asing
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		Iya, kadang kadang
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		Iya, saya meluangkan waktu untuk memahami kata kata tersebut.
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		Iya, kadang kadang
10	Apakah anda menyukai teks Bahasa Inggris?		✓	saya tidak suka Pd aku lg bahasa Inggris

### INTERVIEW GUIDE FOR STUDENTS

- Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials
- Bentuk : Wawancara terikat
- Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris
- Nama siswa : Salva Nur Azizah
- Kelas/semester : VIII<sup>c</sup>/semester 1
- Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Ya saya mendapatkan informasi dari teks
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Karena saya tidak mengetahui kosa kata yg tidak dimengerti
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Karena jika tidak membaca dgn hati-hati maka tidak akan mendapatkan informasi dari teks

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓	Benar	karna jika tidak menggunakan gambar maka saya tidak bisa memahami teks
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		karna saya saat saya mengalami kesulitan saya meminta bantuan kepada orang lain
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		karna jika tidak ditandai maka kosa katanya akan cepat hilang
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		karna untuk memahami teks dgn membaca ulang
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		karna jika tidak dipahami saya tidak mengerti teks/bacaan
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		karna saya sering menggunakan bahasa sendiri dalam penerjemahan
10	Apakah anda menyukai teks Bahasa Inggris?		✓	saya <del>tidak</del> kurang menyukai teks bahasa inggris

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : Asno Fiteia Romadhani

Kelas/semester : VIII c / I

Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?		✓	karena saya sbak menonton teks untuk sbaca
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?		✓	karena sbak ada yg tidak dimengerti
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		karena jika sbak hati-hati sbk membaca sbk akan mendapat info



4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	karena sudah diajarkan oleh ibu guru
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?		✓	karena saya menggunakan kamus untuk membantu
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		untuk lebih tau yg baru
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		agar lebih tau dim memahaminya
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		karena sudah diajarkan oleh ibu guru
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		agar supaya mudah dim memahami
10	Apakah anda menyukai teks Bahasa Inggris?	✓		karena b. Inggris adalah bahasa internasional

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials



Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : M. Robi

Kelas/semester : VIII<sup>c</sup>.....

Jenis kelamin : Laki...

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		ya Sudah
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Agar mudah di mengerti  
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Agar mengetahui

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		
6	Apakah anda menandai kosa kata yang baru anda temui?		✓	
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		
10	Apakah anda menyukai teks Bahasa Inggris?	✓		

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : GALANG

Kelas/semester : 8C

Jenis kelamin : LAKS

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		fmf
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?		✓	saya udah pinter
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		harus

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	Udah tau
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		karena tidak tahu
6	Apakah anda menandai kosa kata yang baru anda temui?		✓	karena jarang menemui
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		lihat Google
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		gah
10	Apakah anda menyukai teks Bahasa Inggris?	✓		ten tu tidak

### INTERVIEW GUIDE FOR STUDENTS

**Tujuan** : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

**Bentuk** : Wawancara terikat

**Responden** : Siswa yang dapat memahami kosa kata Bahasa Inggris

**Nama siswa** : DINDO ARIS TIAN TO

**Kelas/semester** : VIII semester 1

**Jenis kelamin** : laki-laki

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓	/	Iya
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓	/	Iya saya menggunakan kamus supaya tahu
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓	/	Iya karena biar gak keliru

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓	Iya supaya paham
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓	Iya terkadang mls
6	Apakah anda menandai kosa kata yang baru anda temui?	✓	Iya supaya ingat
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓	tk sering
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓	tdk cukup
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓	tdk mengerti bahasa sendiri
10	Apakah anda menyukai teks Bahasa Inggris?	✓	tdk terlalu sering

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N I Lampung Timur dalam pembelajaran Reading Comprehension materials.

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris


Nama siswa : Muhammad ANAM

Kelas/semester : VIII A

Jenis kelamin : Laki

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Saya mengerti yang saya baca. ☺
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		<del>Saya</del> Saya selalu menggunakan kamus BHS Inggris untuk mengetahui kosakata yang tidak diketahui.
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Iya —



4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		Iya —
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		Karena saya belum bisa BHS Inggris
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		Karena saya Sulka lupa
7	Apakah anda membaca ulang teks dalam memahami informasi?		✓	
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?		✓	Saya butuh waktu lama
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?		✓	Iya —
10	Apakah anda menyukai teks Bahasa Inggris?		✓	Susah ndak kiat dhu

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials



Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : HAFID

Kelas/semester : 8.....

Jenis kelamin : LAKI-LAKI

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Mahaman 
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Bisa pinhan 
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Bisa mangon ti jem-jalas

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?		✓	
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		
7	Apakah anda membaca ulang teks dalam memahami informasi?		✓	
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		
10	Apakah anda menyukai teks Bahasa Inggris?		✓	

### INTERVIEW GUIDE FOR STUDENTS

- Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials
- Bentuk : Wawancara terikat
- Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris
- Nama siswa : Maharani
- Kelas/semester : VIII / semester 1
- Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Karena, <del>itu</del> saya mendapatkan informasi teks yg saya baca.
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Karena kamus Bahasa Inggris bisa membantu kita dan untuk mempermudah mengetahui kosa kata yang saya tidak mengerti.
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Karena saya membaca dengan hati-hati agar dapat informasi atau pengetahuan dan wawasan.

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		karena saat orang gambar mempermudah saya untuk memahami teks bacaan.
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		Iya, saat saya kesulitan penerjemahan kosa kata yg saya tidak ketahui saya akan minta bantu orang lain, untuk penerjemahan kosa kata.
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		Iya, saya menandai kosa kata yg baru saya temui agar saya mempermudah kosa kata yg baru saya temui.
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		Iya, saya membaca ulang kembali, agar mengingat kembali memahami informasi.
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?		✓	Tidak, karena saya membutuhkan waktu yg cukup sedang untuk memahami teks.
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		Iya, terkadang saya menggunakan kata = sendiri.
10	Apakah anda menyukai teks Bahasa Inggris?		✓	karena saya kurang paham dengan teks B. Inggris

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : BEGI SETIAWAN

Kelas/semester : VIII C

Jenis kelamin : Laki - Laki

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Saya tidak peduli yg sa- ya baca ☹️
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Ya
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?			Ya

4.	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	Udah Pro.
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		Karna Pusing
6	Apakah anda menandai kosa kata yang baru anda temui?		✓	tidak mah-sud
7	Apakah anda membaca ulang teks dalam memahami informasi?		✓	Udah Pinter
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?		✓	Sudah Pro... K... Citer
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		Kie Pinter
10	Apakah anda menyukai teks Bahasa Inggris?		✓	gk bisai B. Inggris

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : Darin

Kelas/semester : VIII

Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Karna saya mendapatkan informasi :u
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Karna jika saya tidak melihat kamus saya tidak akan tau
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Kaku tidak berhati-hati nah? saya tidak mengerti



4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		karna kalau ada gambarnya akan lebih mudah untuk di pahami
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		ya biar saya tau
6	Apakah anda menandai kosa kata yang baru anda temui?		✓	malas
7	Apakah anda membaca ulang teks dalam memahami informasi?		✓	malas
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		kalu ga saya ga bakal ngerti
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		ya karna <del>ga</del> ya saya tau w bahasaanya
10	Apakah anda menyukai teks Bahasa Inggris?	✓		wdiga jelas

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials.

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : IWA WIRUL A SMA

Kelas/semester : VIII C

Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Karena saya mendapatkan informasi dari teks tersebut.
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Karena saya sering kesulitan dlm mengartikan b-Inggris.
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Jika tidak, untuk apa membacanya.

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		Jika tidak saya tidak akan mengetahui teks yg ku baca.
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		Karna orang lain lebih tau kosa kata.
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		Karna saya takut tidak mememulkanya
7	Apakah anda membaca ulang teks dalam memahami informasi?		✓	Malas
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?		✓	Karna saya tidak memahami kalimat dalam teks tersebut.
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?		✓	Karna di penerjemahan harus menggunakan bahasa Indonesia.
10	Apakah anda menyukai teks Bahasa Inggris?	✓		Karna saya suka Pelajaran bahasa Inggris.

### INTERVIEW GUIDE FOR STUDENTS

**Tujuan** : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

**Bentuk** : Wawancara terikat

**Responden** : Siswa yang dapat memahami kosa kata Bahasa Inggris

**Nama siswa** : *Chitra Nur Aiyani*

**Kelas/semester** : *VIII<sup>c</sup>*

**Jenis kelamin** : *Perempuan*

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?		✓	Karna saya ada beberapa kata yang blm ketahui.
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Karna saya ada beberapa kata yg tidak saya ketahui.
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Karna saya ingin lebih fas bahasa inggris itu susah atau tidak

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		Supaya bisa nanti <del>kalau</del> kalau ada tugas tanpa melihat gambar baru mengerti apa itu.
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		Karna biar lebih tau bahasa Inggris
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		Karna nanti kalau ada yg tidak tau baru saya bertanya
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		Sudah tau
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		Supaya paham dgn kata tersebut.
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?		✓	Karna saya sudah tau dgn kata yg diketahui oleh guru berbeda..
10	Apakah anda menyukai teks Bahasa Inggris?	✓		Karna teksnya dapat kita ambil kata yg susah

### INTERVIEW GUIDE FOR STUDENTS

**Tujuan** : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials

**Bentuk** : Wawancara terikat

**Responden** : Siswa yang dapat memahami kosa kata Bahasa Inggris

**Nama siswa** : Jauza oza tsabitah

**Kelas/semester** : Bc semester 1

**Jenis kelamin** : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		Saya mendapat informasi & menambah wawasan Pengetahuan saya
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?		✓	Jika saya bisa bertanya pada Guru, buat apa saya menggunakan kamus?
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Ya, hati <sup>2</sup> & alon <sup>2</sup> seng Penting yabin

4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	saya bukan anak tk lagi :v
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		Meminta bantuan Guru Supaya di bantu dlm menerjemahkan
6	Apakah anda menandai kosa kata yang baru anda temui?		✓	Ga. males :s
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		Ya, sampai cape baru udah :v
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		Sangat sebentar. jika lama <sup>2</sup> akan membuang waktu.
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		Ya. bahasa saya sendiri Lebih baik. ~santuy
10	Apakah anda menyukai teks Bahasa Inggris?	✓		Ya sesuai mood.

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials.

Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : NOVA DIVIA MARETHA

Kelas/semester : VIII

Jenis kelamin : Perempuan

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?		✓	Karena sudah memahami kata tersebut
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		Karena sedikit sulit dan saya punya kamus agar lebih mudah dimengerti atau dipahami
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		Iya, dengan sangat hati-hati supaya jelas informasi teksnya



4	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?		✓	karna sudah tau
5	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		ya, karna sangat sulit bagi saya rafa
6	Apakah anda menandai kosa kata yang baru anda temui?	✓		karna supaya tidak tersesat
7	Apakah anda membaca ulang teks dalam memahami informasi?	✓		supaya tidak lupa
8	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		karna untuk membacanya dahulu
9	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?		✓	karna gak ada karna bahasa saya & guru berbeda
10	Apakah anda menyukai teks Bahasa Inggris?		✓	sangat suka

### INTERVIEW GUIDE FOR STUDENTS

Tujuan : Memperoleh informasi mengenai cara belajar yang dilakukan oleh siswa di MTs N 1 Lampung Timur dalam pembelajaran Reading Comprehension materials


Bentuk : Wawancara terikat

Responden : Siswa yang dapat memahami kosa kata Bahasa Inggris

Nama siswa : FURQON SHADANWA

Kelas/semester : VII<sup>C</sup> / 1

Jenis kelamin : Laki

No	Pertanyaan	Jawaban Siswa		Alasan
		Ya	Tidak	
1	Apakah anda mendapatkan informasi dari teks yang sudah anda baca sebelumnya?	✓		- Ya. Sudah
2	Apakah anda menggunakan kamus Bahasa Inggris untuk mengetahui kosa kata yang tidak anda mengerti?	✓		agar mudah dimengerti 
3	Apakah anda membaca dengan hati-hati untuk mendapatkan informasi dari teks?	✓		agar lebih

4.	Apakah anda menggunakan gambar untuk membantu memahami teks bacaan?	✓		
5.	Apakah anda meminta bantuan orang lain dalam proses penerjemahan kosa kata yang tidak anda ketahui?	✓		
6.	Apakah anda menandai kosa kata yang baru anda temui?	✓		
7.	Apakah anda membaca ulang teks dalam memahami informasi?	✓		
8.	Apakah anda memerlukan waktu sebentar untuk memahami setiap kalimat dalam teks?	✓		
9.	Apakah anda menggunakan bahasa sendiri dalam proses penerjemahan?	✓		
10.	Apakah anda menyukai teks Bahasa Inggris?	✓		



تجدید کے لیے نئی نئی باتیں

# English Reading Comprehension For Islamic Study





English Reading Comprehension  
For Islamic Study



## Chapter I

### THE PROPHET MUHAMMAD SAW



The story is taken from Jannah Firdaus Mediapro, (2019) entitled *Biografi Sejarah Kehidupan Nabi Muhammad saw Edisi Bahasa Inggris*. Indonesia: Xenohikari Dragon

*judul  
& ber "*

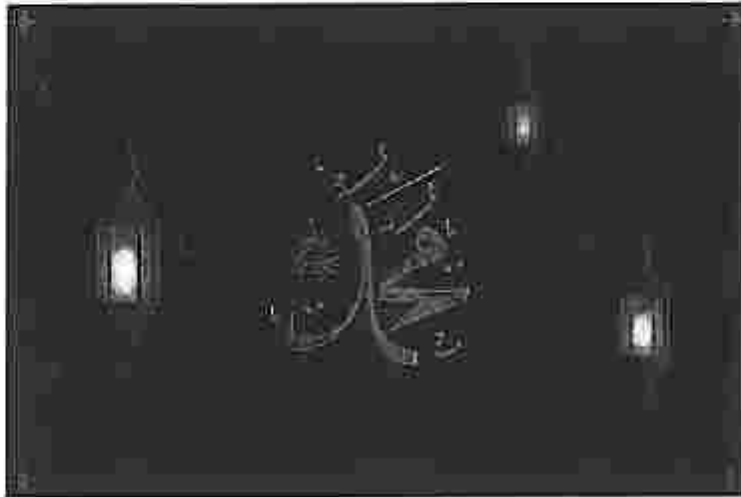
#### LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1 • Behave honestly in everyday life
- 2 • Exemplify the attitude of the prophet Muhammad  
*SAW - (P.BUH = Place Be Upon Him)*
- 3 • State the disadvantages of dishonest behavior

## Chapter I

### THE PROPHET MUHAMMAD SAW



The story is taken from Jannah Firdaus Mediapro, (2019) entitled Biografi Sejarah Kehidupan Nabi Muhammad saw Edisi Bahasa Inggris. Indonesia: Xenohikari Dragon

*di lampirkan*

#### LEARNING OUTCOMES

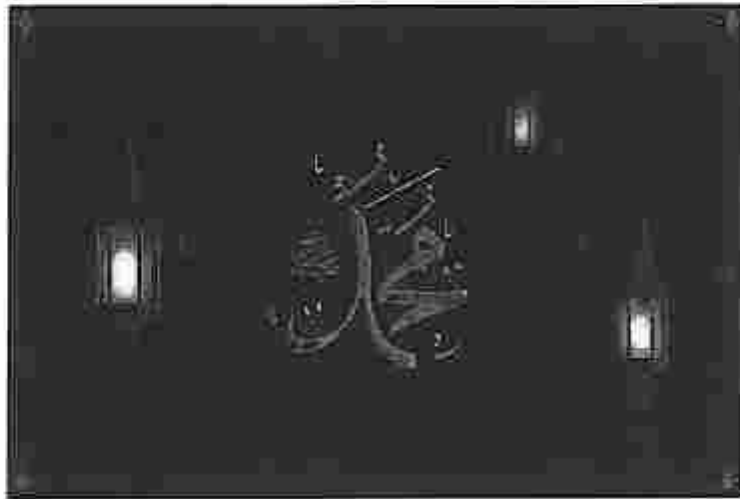
*tantang: manual  
prtelaku jujur.*

By the end of this course, students will be able to:

- 1 • Behave honestly in everyday life
- 2 • Exemplify the attitude of the prophet Muhammad saw
- 3 • State the disadvantages of dishonest behavior

# Chapter I

## THE PROPHET MUHAMMAD SAW



The story is taken from Jannah Firdaus Mediapro, (2019) entitled Biografi Sejarah Kehidupan Nabi Muhammad saw Edisi Bahasa Inggris. Indonesia; Xenohikari Dragon

### LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Behave honestly in everyday life
2. Exemplify the attitude of the prophet Muhammad saw and
3. State the disadvantages of dishonest behavior.

*Mechanical aspects*

*Kalimat  
dikerusi  
oleh  
titik.*

*p. b. u. h.*



## LIFE STORY OF THE PROPHET MUHAMMAD SAW

When the inhabitants of Mecca in a state of darkness and losing their grip,

*it* It was born in the midst of that society, a baby named Muhammad <sup>who</sup> ~~who~~ will be the role model and straighten their aqeedah and life from the error into a true way and being blessed by Allah SWT. Muhammad was born by a mother named Aminah on 12 Early

Rabi'ul in the elephant <sup>year</sup> ~~or~~ on April 20, 571 AD. His father, Abdullah, had passed away when Muhammad was 7 months in his mother's womb.

It already became a custom of the Arabs of Mecca that they entrusted their children and breastfed them to Badiyah woman so that the baby could enjoy fresh air and could speak the language fluently. As well as Muhammad who was the nobility descendant of Quraysh, he had been commended and breastfed by Halimah As-Sa'diyah.

After he was five years old, Halimah chaperoned Muhammad to Mecca. Halimah returned him to his mother, Siti Aminah. A year later, Aminah passed away. After that, Muhammad was fostered by his grandfather, Abdul Mutholib. The next two years, Muhammad's grandfather also passed away. After that, he was fostered by his uncle, Abu Tholib.

While he was growing up to be adult, the prophet Muhammad SAW started his life independently and he did not <sup>depend</sup> ~~depend~~ on his uncle anymore. He was well-know as an honest and kind man among his friends and also older people because he never said lie and bad things. Due to his good character



## LIFE STORY OF THE PROPHET MUHAMMAD SAW

When the inhabitants of Mecca in  
<sup>the</sup> a state of darkness and losing their grip,

<sup>it</sup> It was born in the midst of that society,  
a baby named Muhammad. <sup>He</sup> Who will be  
the role model and straighten their  
aqeedah and life from the error into a  
true way and being blessed by Allah  
SWT. Muhammad was born ~~by a~~  
~~mother named Aminah~~ on 12 Early



Rabi'ul in the elephant or on April 20, 571 AD. His father, Abdullah, had  
passed away when Muhammad was 7 months in his mother's womb.

<sup>it was</sup> ~~It already~~ became a custom <sup>for</sup> of the Arabs of Mecca <sup>to</sup> ~~that they~~ entrusted  
their children and breastfed them to Badiyah woman so that the baby could  
enjoy fresh air and could speak the language fluently. As well as Muhammad  
who was the nobility descendant of Quraysh, he had been commended and  
breastfed by Halimah As-Sa'diyah. )?

After he was five years old, Halimah chaperoned Muhammad to  
Mecca. <sup>to return</sup> ~~Halimah returned~~ him to his mother, Siti Aminah. A year later,  
Aminah passed away. After that, Muhammad was fostered by his  
grandfather, Abdul Mutholib. The next two years, Muhammad's grandfather  
also passed away. After that, he was fostered by his uncle, Abu Tholib.

While he was growing up to be adult, ~~the prophet~~ Muhammad SAW  
started his life independently and he did not depend on his uncle anymore. He  
was well-known as an honest and kind man ~~among his friends and also older~~  
~~people~~ because he never said lie and bad things. Due to his good character

Beni Keturunan "Line"

seperti pada  
tes reading  
TOEFL

## LIFE STORY OF THE PROPHET MUHAMMAD SAW

When the inhabitants of Mecca in a state of darkness and losing their grip. It was born in the midst of that society, a baby named Muhammad. Who will be the role model and straighten their aqeedah and life from the error into a true way and being blessed by Allah SWT. Muhammad was born by a mother named Aminah on 12 Early



Rabi'ul in the elephant or on April 20, 571 (AD) His father, Abdullah, had passed away when Muhammad was 7 months in his mother's womb.

It already became a custom of the Arabs of Mecca that they entrusted their children and breastfed them to Badiyah woman so that the baby could enjoy fresh air and could speak the language fluently. As well as Muhammad who was the nobility descendant of Quraysh, he had been commended and breastfed by Halimah As-Sa'diyah.

After he was five years old, Halimah chaperoned Muhammad to Mecca. Halimah returned him to his mother, Siti Aminah. A year later, Aminah passed away. After that, Muhammad was fostered by his grandfather, Abdul Mutholib. The next two years, Muhammad's grandfather also passed away. After that, he was fostered by his uncle, Abu Tholib.

While he was growing up to be adult, the prophet Muhammad SAW started his life independently and he did not depend on his uncle anymore. He was well-known as an honest and kind man among his friends and also older people because he never said lie and bad things. Due to his good character

and behavior, a rich widow entrusted her merchandise to ~~the prophet~~ Muhammad SAW to be sold in Syams land. That woman was Khadijah.

After his arrival from Syams, there was a marriage proposal from Khadijah to ~~the prophet~~ Muhammad SAW through Khadijah's uncle. The wedding was held after two of them agreed. ~~The prophet~~ Muhammad SAW was 25 years old when he got married, meanwhile Khadijah was 40 years old.

As the next leader of human beings in this world, the prophet Muhammad SAW had many aptitudes, big soul, smart thought, sharp brain, soft feeling, strong memory, quick response, and strong mentality. He knew his society's sadness and the collapse of their religion. Therefore, he went to Hira' cave to illuminate his thoughts and prepare himself to face those problems.

On Romadhon 17<sup>th</sup>, or it was same as August 6, 610 AD, <sup>The</sup> Jibril angel come to the prophet Muhammad SAW who was still in Hira' cave. At that place, the prophet Muhammad SAW accepted the first revelation. The next <sup>a</sup> half and two years, the prophet Muhammad SAW accepted the second revelation.

After the second revelation was accepted, the prophet Muhammad SAW began his da'wah <sup>(propagation)</sup> secretly. He started from his family and best friends in order to leave their pagan religion. He asked them to <sup>only</sup> worship Allah SWT. He did it for about three years. After that, he started his da'wah <sup>openly</sup> in front of public <sup>openly</sup>.

His struggle in da'wah got many obstacles and rejection. However, he was still patient, spiritfull, and not easily giving up. He always asked protection from Allah SWT. On Rajab 27, the eleventh year after Muhammad SAW was appointed as the prophet, Isra' Mi'raj happened. At the time, the

prophet Muhammad SAW accepted a command to pray five times a day from Allah SWT.

The prophet Muhammad SAW passed away because of fever on 12 early rabi'ul 11 Hijriyah or it is same as June 8<sup>th</sup>, 632 AD. He was 63 years old when he passed away. During his 23 year being the prophet, he struggled hard in da'wah for Islam. He didn't leave his people properties or throne, but Al-Qur'an and Hadist to be guidance in behaving and doing things in their life.

### GLOSSARY

No	English	Arabic
1	Prophet	Nabi
2	Birth	Kelahiran
3	Pass away	Meninggal
4	Descendant	Keturunan
5	Revelation	Wahyu dari Allah SWT

Source: freepik.com

Source: freepik.com

### A. Choose The Correct Answer by Crossing (x) A, B, C, or D

1. Below that is included in the 25 Prophets that must be known is *kecuali* / *except* ...
- a. Adam AS

prophet Muhammad SAW accepted a command to pray five times a day from Allah SWT.

The prophet Muhammad SAW passed away because of fever on 12 early rabi'ul 11 Hijriyah or it is same as June 8<sup>th</sup>, 632 AD. He was 63 years old when he passed away. During his 23 year being the prophet, he struggled hard in da'wah for Islam. He didn't leave his people properties or throne, but Al-Qur'an and Hadist to be guidance in behaving and doing things in their life.

### GLOSSARY



Source: freepik.com

No	English	Indonesian
1	Prophet	Nabi
2	Birth	Kelahiran
3	Pass away	Meninggal
4	Descendant	Keturunan
5	Revelation	Wahyu dari Allah swt



Source: freepik.com

#### A. Choose The Correct Answer by Crossing (x) A, B, C, or D

(kayun  
apre)  
sibf the  
them.

1. Below that <sup>is</sup> is included in the 25 Prophets that must be known <sup>is</sup> is, except ...
- a. Adam AS

prophet Muhammad **SAW** accepted a command to pray five times a day from Allah SWT.

The prophet Muhammad SAW passed away because of fever on 12 early rabi'ul 11 Hijriyah or it is same as June 8<sup>th</sup>, 632 AD. He was 63 years old when he passed away. During his 23 year being the prophet, he struggled hard in **da'wah** for Islam. He didn't leave his people properties or throne, but Al-Qur'an and Hadist to be guidance in behaving and doing things in their life.

**GLOSSARY**

1	Prophet	Nabi
2	Birth	Kelahiran
3	Pass away	Meninggal
4	Descendant	Keturunan
5	Revelation	Wahyu dari Allah swt

Akan lebih baik jika dilengkapi dengan /phonetic transcription/

/'pɾɒfɪt/

Source: freepik.com

Source: freepik.com

**A. Choose The Correct Answer by Crossing (x) A, B, C, or D**

1. Below that is included in the 25 Prophets that must be known is, except ...

a. Adam/AS

Titik berjumlah "Empat"

**4 | Reading Comprehension**

My oo is Anggun.  
My name is oo o o

My name is Anggun.



- b. Muhammad saw
- c. Yusuf AS
- d. Syamwil AS

2. Where was Muhammad <sup>SAW</sup> born?

- a. Medina N
- b. Mecca N
- c. Arabic <sup>Ar</sup> Saudi Arabia
- d. Istanbul N

3. Nuzulul Qur'an is the time of the revelation of the Al-Qur'an...

- a. Firstly
- b. Secondly
- c. Middle <sup>thirdly</sup>
- d. ~~The last~~ <sup>fourthly</sup>

4. What <sup>was the</sup> ~~the letter~~ first <sup>surah revealed to</sup> ~~came to~~ the Prophet Muhammad <sup>SAW</sup>?

- a. Al-Wakiah
- b. Al-Alaq
- c. Al-Baqarah <sup>Baqarah</sup>
- d. An-Nas

5. The migration of the Prophet Muhammad <sup>SAW</sup> from Mecca to Medina is called ...

- a. Dakwah
- b. Hijrah
- c. Jihad
- d. Jinayah



- b. Muhammad saw
  - c. Yusuf AS
  - d. Syamwil AS
2. Where was Muhammad saw born? *(kempna aja beg? ashtray detail. literal copy.)*
- a. Medina
  - b. Mecca
  - c. Arabic
  - d. Istanbul
3. Nuzulul Qur'an is the time of the revelation of the Al-Qur'an...
- a. Firstly
  - b. Secondly
  - c. Middle
  - d. The last
4. What the letter first came to the Prophet Muhammad saw?
- a. Al-Wakiah
  - b. Al-Alaq
  - c. Al-Baqorah
  - d. An-Nas
5. The migration of the Prophet Muhammad saw from Mecca to Medina is called ...
- a. Dakwah
  - b. Hijrah
  - c. Jihad
  - d. Jinayah

- b. Muhammad saw
- c. Yusuf AS
- d. Syamwil AS

2. Where was Muhammad saw born?

- a. Medina
- b. Mecca
- c. Arabic
- d. Istanbul

3. Nuzulul Qur'an is the time of the revelation of the Al-Qur'an...

- a. Firstly
- b. Secondly
- c. Middle
- d. The last

4. What the letter first came to the Prophet Muhammad saw?

- a. Al-Wakiah
- b. Al-Alaq
- c. Al-Baqorah
- d. An-Nas

Istihlah. Istihlah yg  
merupakan istilah "Arab"  
ditulis dgn huruf

5. The migration of the Prophet Muhammad saw from Mecca to *italic*.

Medina is called ...

- a. Dakwah
- b. Hijrah
- c. Jihad
- d. Jinayah

6. The name of the mosque which was founded by Rosulullah in Medina is ...
- Nabawi Mosque
  - Haram Mosque
  - Quba Mosque
  - Aska Mosque
7. The attitude taught by the Prophet in trading activities is ...
- Honesty
  - Profit
  - Cleanliness *fairness*
  - Success
8. How long did the Prophet Muhammad <sup>SAW</sup> stay in Mecca to preach to Allah <sup>SWT</sup> before he <sup>MOVING</sup> moved to Medina? *2-3 months*
- 11 years
  - 13 years
  - 15 years
  - 17 years
9. Who <sup>was the first man converted to Islam?</sup> first converted to Islam from among men?
- Abu Bakar ash Shiddiq
  - Ummar bin Khattab
  - Ali bin AbiThalib
  - Zaid bin Haritsah
10. The daughter's name of the Prophet Muhammad <sup>SAW</sup> is ...
- KhadijahbintiKhuwailid

6. The name of the mosque which was founded by Rosulullah in Medina is ...
- a. Nabawi Mosque
  - b. Haram Mosque
  - c. Quba Mosque
  - d. Aska Mosque
7. The attitude taught by the Prophet in trading activities is ... ✓
- a. Honesty
  - b. Profit
  - c. Cleanliness
  - d. Success
8. How long did the Prophet Muhammad saw stay in Mecca to preach to Allah swt before he moved to Medina?
- a. 11 years
  - b. 13 years
  - c. 15 years
  - d. 17 years
9. Who first converted to Islam from among men?
- a. Abu Bakar ash Shiddiq
  - b. Ummar bin Khattab
  - c. Ali bin AbiThalin
  - d. Zaid bin Haritsah
10. The daughter's name of the Prophet Muhammad saw is ...
- a. KhadijahbintiKhuwailid

- b. Siti Aminah
- c. Fatimah Azzahroh
- d. Halimah As-Sa'diyah

715

mengapa halle paderi

"binti" Epit a/ ?

**B. Answer The Questions Based on Your Knowledge**

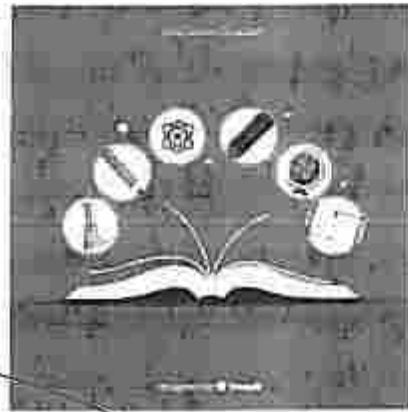
1. ~~The words of the Prophet Muhammad~~ that can be used as a reference <sup>The Prophet Muhammad's words</sup> in life are called ...

2. What ~~he first got~~ <sup>did he get</sup> before ~~he~~ was appointed as a prophet?

3. Are there any other prophets <sup>besides</sup> ~~beside~~ Muhammad?

eside = di sebelah  
esides = selain

4. Why are each prophet given different gifts of miracles? Explain more!



Source: freepik.com

5. Where did he go to worship before he was given a revelation?

~~Where did the Prophet Muhammad saw~~ accept the first revelation?

4) Why did Allah SWT give the ~~gifts~~ miracles to ~~the~~ <sup>same</sup> prophets?

**C. Fill in The Blank with The Correct Answers!**

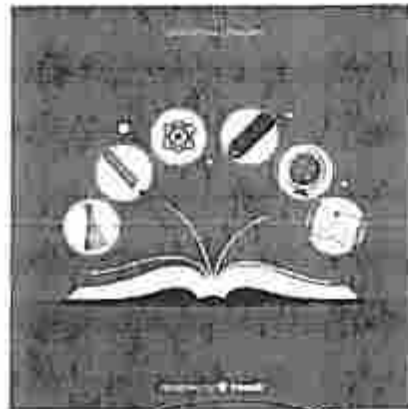
- 1. We believe that ..... is the last prophet.
- 2. He ..... in Mecca.
- 3. Siti Aminah is Muhammad's mother who ..... when he was 6.
- 4. The revelation of Allah <sup>SWT</sup> ~~SWT~~ that came down <sup>SAW</sup> ~~to~~ the Prophet Muhammad ~~saw on~~ ... Ramadan.



- b. Siti Aminah
- c. Fatimah Azzahroh
- d. Halimah As-Sa'diyah

**B. Answer The Questions Based on Your Knowledge**

1. The words of the Prophet Muhammad that can be used as a reference in life are called ... 4
2. What he first got before he was appointed as a prophet?
3. Are there any other prophets beside Muhammad?
4. Why are each prophet given different gifts of miracles? Explain more!
5. Where did he go to worship before he was given a revelation?



Source: freepik.com

dilongcopi

**C. Fill in The Blank with The Correct Answers!**

1. We believe that ..... is the last prophet.
2. He ..... in Mecca.
3. Siti Aminah is Muhammad's mother who ..... when he was 6.
4. The revelation of Allah swt that came down to the Prophet Muhammad saw on ... Ramadan.



(the  
of...)

5. On Rajab 27, the eleventh year <sup>(5)</sup> after Muhammad SAW was appointed as the prophet, .... happened.

**D. Match The Columns A and Columns B, and Match The Word With The Correct Meaning!**

*find out the words and their correct meanings!*

No	A
1	Hijrah
2	Isra' mi'raj
3	Dakwah
4	Jihad
5	LailatulQodar

No	B
a	One important night that happened in the month of Ramadan
b	Move or transition
c	Travel at night
d	Invitation
e	Fight hard

**E. Arrange The Words Below into a Good Sentence**

- kode this. Inbarerini ?*
- The ~~Nabi~~ is - prophet - Muhammad - last - <sup>SAW</sup> saw.
  - Rabbiul awal - 570 - year - is - born - he - believed - it - was - the - year - about - the - of - and - as - of.
  - Prophet - the - Muhammad - the - Qur'an - greatest - miracle - is - the - of.
  - Meccah - was - in - born - was - Muhammad - Nabi - saw.
  - Muhammad - father - Abdullah - his - was - had - passed - mother's - away - his - in - when - 7 - months - womb.

*too long*

5. On Rajab 27, the eleventh year after Muhammad SAW was appointed as the prophet, .... happened.

**D. Match The Columns A and Columns B, and Match The Word With The Correct Meaning!**

No	A
1	Hijrah
2	Isra' mi'raj
3	Dakwah
4	Jihad
5	LailatulQodar

No	B
a	One important night that happened in the month of Ramadan
b	Move or transition
c	Travel at night
d	Invitation
e	Fight hard

*Beri Salin Contoh Cara Mengerja  
Kannya.*

**E. Arrange The Words Below into a Good Sentence**

- The Nabi is prophet Muhammad - last - saw.
- Rabbiul awal - 570 - year - is - born - he - believed - it - was - the - year - about - the - of - and - as - of.
- Prophet - the - Muhammad - the - Qur'an - greatest - miracle - is - the - of.
- Meccah - was - in - born - was - Muhammad - Nabi - saw.
- Muhammad - father - Abdullah - his - was - had - passed - mother's - away - his - in - when - 7 - months - womb.

1	A. 1. Hijrah	B	A. Move for
2	-	-	-
3	-	-	-



**F. Translate The Sentences Below into English!**

1. Nabi Muhammad <sup>SAW</sup> lahir pada hari Senin.
2. Abdullah bin Abdul Muntolib adalah nama ayah Nabi Muhammad <sup>SAW</sup> saw.
3. Nabi Muhammad dikenal sebagai anak yang jujur, sehingga disebut Al – Amin.
4. Nabi Muhammad <sup>SAW</sup> saw wafat pada umur 63 tahun.
5. Pada umur 25 tahun Nabi Muhammad <sup>SAW</sup> saw menikah dengan Khadijah.

**F. Translate The Sentences Below into English!**

1. Nabi Muhammad saw lahir pada hari Senin.
2. Abdullah bin Abdul Muntolib adalah nama ayah Nabi Muhammad saw.
3. Nabi Muhammad dikenal sebagai anak yang jujur, sehingga disebut Al – Amin.
4. Nabi Muhammad saw wafat pada umur 63 tahun.
5. Pada umur 25 tahun Nabi Muhammad saw menikah dengan Khadijah.

Provide your readers with  
example.

## Chapter II

### ABU JAHAL & ABU LAHAB



The story is taken from Aqidah Akhlak buku siswa kelas VIII MTs

↓  
kt ini judul buku, hrs. Bab " " = "

#### LEARNING OUTCOMES

By the end of this course, students will be able to :

- 1 • Explain atrocities Abu Lahab and his wife against the prophet Muhammad saw
- 2 • Explain Abu Lahab's crimes against the prophet Muhammad saw
- 3 • Find new vocabulary and synonyms in a story

## The Story of Abu Jahal and Abu Lahab

Abu Lahab is a descendant of the Quraysh tribe who are hostile to, opposed to, and hindered the struggle of the Messenger of Allah in carrying out the religion of Islam in Mecca. Abu Lahab always instigated the followers of the prophet Muhammad to not follow the teachings of the Prophet. He tried in such a way as to obstruct the propaganda of the Prophet, he tried to denigrate the religion of Islam.



### Unit 4

#### Perilaku Tercela



or not to?

Once upon a time the Rosulullah ascended to Bukit Shafa and exclaimed: "Come together this morning!" Then the Quraysh gathered together. The Prophet said: "What do you think, if I told you that the enemy would come tomorrow morning or evening, do you believe me?"

The Quraysh replied: "Surely we believe." The Rosulullah said: "I warn you that the terrible punishment of Allah will come." Said Abu Lahab: "Woe to you! Is it only for this, you gather us?"

Abu Lahab's wife also followed in the footsteps of Abu Lahab, blocking Islam by spreading thorns in the place where the Rosulullah was going to go. Abu Lahab with such treatment is very loss and very wretched, his practice is in vain, his efforts to obstruct Islam is useless. Wealth, rank, position that Abu Lahab is proud of does not mean anything. Abu Lahab was later tortured with a very hot hellfire.

The full name of Abu Jahal is ----

His - does?  
Abu Jahal's full name is Abu Jahal bin Hisham. The Quraysh used to call him AbulHakam. He was among those who respected among the Quraysh tribe. He was a Quraysh infidel who always obstructed and was hostile to the prophet Muhammad. Mockery and insults are often thrown from his mouth, considers the Prophet crazy because it is often considered making false stories and making it up. Although Abu Jahal always found the truth of the story of the Prophet, but Abu Jahal still did not want to believe in and follow the Prophet.

### GLONSARY



Source: freepik.com

No	Vocabulary	Meaning
1	Descendant	Keturunan
2	Instigate	Menghasut
3	Hell	Apineraka
4	Ethnic	Suku
5	Slander	Fitnah



Source: freepik.com

#### A. Choose The Correct Answer by Crossing (x) A, B, C, or D

- Who was instigated by Abu Lahab not to follow the teachings of the Prophet?
  - Followers
  - Friends
  - Uncle

d. The family of prophet Muhammad saw

SAW capital

2. What place was used by the Prophet Muhammad to gather his people?

- a. Mimbarjum'at
- b. Bukit shafa
- c. Bukit arafah
- d. Baitullah

it should be Arafah (English)

3. What was done by the wife of Abu Lahab in obstructing Islam?

- a. ✓ Instigate (V)
- b. Slader slander? (N)
- c. Spread thorns (V)
- d. ✓ Making a scene (V)

Harus Praktek!  
Kafau Nomin, !!  
Semua Nomin, !!  
V - Verba

4. Allah swt has forbidden humans not to talk about the disgrace of others, which is contained in the Qur'an surah ....

- a. Al baqoroh
- b. Al ankabut
- c. Al hujurat
- d. Ali imran

5. The meaning of this surah is ....

verse = ayat

1 2 3 4  
لَمَرَّةٍ هُمْزَةٌ لِكُلِّ وَبَلٍ  
(QS. Al-Humazah ayat 1)

gebahute  
keblanngan!  
(Dorikanya  
ke kiri !!)

- a. Woe to every swearer and detractor (QS. Al-Humazah)
- b. Who collects wealth and calculates it (QS. Al-Humazah)

- c. Do you know what the (Hell) Hutamah? (QS. Al-Humazah)  
d. Which burns to the heart (QS. Al-Humazah)
6. Following are the characteristics possessed by Abu Jahal, except ...  
a. Evil  
b. Vengeful  
c. Envy  
d. Humble
7. Abu Jahal insulted the Prophet Muhammad <sup>SAW</sup> as a person ...  
a. Small-minded  
b. Ugly  
c. Crazy CRAZY?  
d. Destitute
8. What is the punishment given by Allah <sup>SWT</sup> for Abu Lahab and his wife?  
a. Heaven  
b. Wealth  
c. Friends  
d. Hell
9. Abu Lahab is a figure of ~~people~~ <sup>... people</sup> ...  
a. Taif  
b. Quraisy  
c. Andalus  
d. Madinah

10. The nature of a liar will be detrimental

- a. Oneself himself
- b. Other people
- c. Oneself and other people
- d. ~~Other~~ people = *janaka* = some people

bertanya?!

**B. Answer The Questions According to The Text Above**

1. What is the topic of the text above?
2. Why is the Al-Lahab letter called makkiyah letter?
3. What is the name of the wife of Abu Lahab?
4. What did Abu Lahab often do to the prophet?
5. Write the first and third verses of Al-Lahab!

Letter: Surat!  
(yg diposikan /  
dikirimkan ke  
seseorang)!

ayat  
verse = *surat*  
yg ada di Qur'an  
wah: surat  
(yg ada di Al Qur'an)

**C. Find The Synonyms of The Following Words from The Text**

Jawaban HARUS di teks, bukan di soal!!



Source: freepik.com

- |               |                    |
|---------------|--------------------|
| (N) → di teks | tdk ada sinonimnya |
| 1. Grudge     | = ....             |
| 2. Gossip     | = .... ?           |
| 3. Denounce   | = ....             |
| 4. Help       | = .... ?           |
| 5. Humiliate  | = ....             |

"vengeful"  
inipun (Adj.)  
!

catatan!  
jawabannya di/ada  
di TEKS?

**15 | Reading Comprehension**

3. What is the name of Abu Lahab's wife?  
B.2. Why is surat Al-Lahab called Makkiyah?  
4. How has Abu Lahab ~~often~~ behaved towards the prophet?  
→ write the first and the third verses of Surat Al-Lahab.



**D. Fill in The Blank with The Correct Answers!**

1. Surah Al-Lahab consists of ... verse.
2. Abu Lahab's wife also followed her husband by blocking the Prophet's propaganda by spreading ... on the path that the Prophet Muhammad ﷺ.
3. Abu Jahal often ....people who are praying with poop.
4. One of Abu Jahal's bad qualities is ... the prophet.
5. Later in the Hereafter ... Abu Lahab will be put into hellfire.

**E. Arrange The Words into a Good Sentence**

- make a good sentence*
1. Abu - lahab - in - place - will - person - who - be - wife - passed - thoms - a - is - by - that - prophet - of - a - the - spreads - the.
  2. Muhammad ﷺ - <sup>(h)</sup>istigated - of - always - the - prophet - followers - Abu lahab - the
  3. Friendship - not - maintain - by - sheep - pitting. → *take adv auxiliary verb (ex. "to be")*
  4. Others - slander - harm - can.
  5. Allah ﷻ - grateful - for - is - favors - not - given - by - Dani.

*These sentences*

**F. Translate The Sentence Below into English!**

1. Dendam adalah perbuatan tidak terpuji.
2. Dion adalah siswa yang rendah hati.
3. Hari ini hujan turun dengan deras.
4. Bulan dan bintang sedang membersihkan jendela.
5. Mereka menonton sebuah film.

## Chapter III

### COURTESY BEHAVIOR



The Story is taken from Aqidah Akhlak buku siswa kelas VIII MTs

gudul? cerita penuh " = ... "

#### LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1 • Explain the meaning of etiquette to both parents and teachers
- 2 • Mention various types of etiquette to both parents and teachers
- 3 • Find new vocabulary and antonyms in the story

## Tsunami and Filial Youth

In 2004, the Tsunami struck Aceh and claimed around 217,000 lives. Very few survivors are desired by Allah Almighty. There are several unique and true stories.

That morning a young <sup>man</sup> went to the pharmacy to buy medicine for his mother. When leaving, in a matter of seconds, a Tsunami comes. Many humans ran helter-skelter to save themselves, including that young man, too. Finally it crashed into the tsunami. In the middle of the Tsunami, a tree approached, he immediately hung to the fallen tree and was washed away with the tree. Until finally a few minutes later, he saw wood like a canoe approaching him, then he reached for the canoe which brought him into the middle of the Indonesia-Australia ocean. He was adrift in the middle of the ocean for about 17 days. At that time, the Australian army came to provide assistance to Aceh for humanity. When they saw that there was a boat in the middle of the ocean, they approached and found the young man safe.

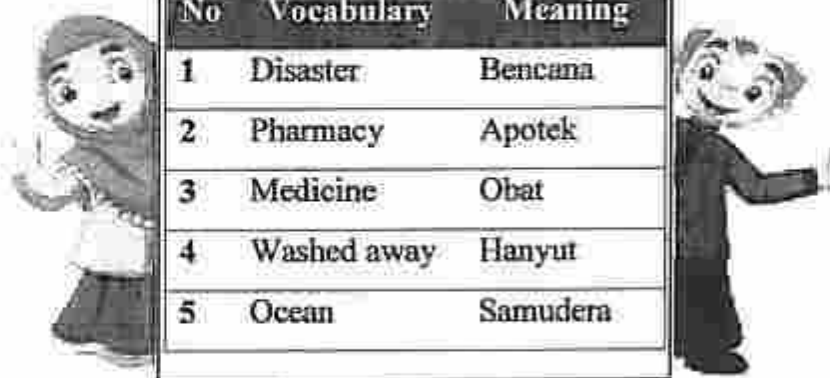
WATERMARK  
www.freepik.com



Source: [freepik.com](http://freepik.com)

This shows that Allah will help a child who is very devoted to parents. Because of this charitable intermediary, God Almighty helps the young man, God willing.

## GLOSSARY



No	Vocabulary	Meaning
1	Disaster	Bencana
2	Pharmacy	Apotek
3	Medicine	Obat
4	Washed away	Hanyut
5	Ocean	Samudera

Source: freepik.com

Source: freepik.com

### A. Choose The Correct Answer by Crossing (x) A, B, C, or D

1. What is the topic of the text above?
  - a. Tsunami and Filial Youth
  - b. Tsunami that hit Aceh
  - c. A bobbing young man
  - d. Longsor in Aceh *! on erp... !!*
2. Who was also hit by the tsunami?
  - a. His father
  - b. His mother
  - c. His brother
  - d. Young man

3. How long has the young man been adrift in the middle of the oceans of Indonesia - Australia?
- 12 hours
  - 12 days
  - 17 hours
  - 17 days
4. In what year was the tsunami disaster in Aceh?
- 2001
  - 2002
  - 2003
  - 2004
5. How many fatalities have been caused by the disaster?
- 200.000
  - 127.000
  - 217.000
  - 117.000

6. The purpose of the Australian army coming to Aceh is to

- Volunteering = Verb
- Humanity = N
- Neutral = Adj
- Similarity = N

... + Verb ! !  
 Harus paralel.  
 (Kalau N, N semua !)  
 Verb, Verb semua !

7. A Muslim should obey the commands of his parents, except if both parents tell sinners to Allah SWT. That is contained in the Qur'an surah ....

- a. Q.S. Luqman : 11
- b. Q.S. Luqman : 13
- c. Q.S. Luqman : 15
- d. Q.S. Luqman : 17

8. What is the name of the Prophet who once prayed for his parents as mentioned in the Qur'an surah Nuh: 28?

- a. Prophet Ibrahim
- b. Prophet Nuh
- c. Prophet Ismail
- d. Prophet Isa

9. A teacher is explaining the lesson in class, <sup>our</sup> the right attitude <sup>should be ...</sup> is ...

- a. Talking with friends
- b. No need to listen, because you already understand
- c. Listen carefully
- d. Carrying out unfinished tasks

10. The obligation of a child when his parents are <sup>has passed away</sup> dead is ...

- a. Using his inheritance
- b. Giving some food
- c. Praying for one ~~parent's~~ <sup>parents</sup>
- d. ~~Meet~~ <sup>meeting</sup> their needs

Hrs Parallel  
 class = (V-ing)  
 zaman begins  
 VII  
 sama!

the text above!

**B. Answer The Questions According to The Above**

what?

Bay = patuh  
mematuhi

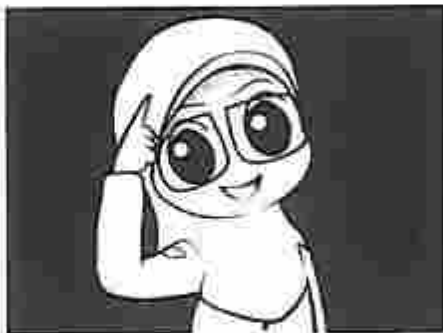
1. The Prophet said that one of the sins whose torment was hastened in the world was the sin of ~~sin~~ to parents. Why is that? Explain more!
2. The Prophet said, ~~worshipping~~ <sup>= menyembah?</sup> parents is more important than haji or umrah, also jihad fi sabilillah. Why is that? Explain your opinion!!
3. What is the <sup>best</sup> attitude of a civilized ~~child~~ <sup>the</sup> ~~with both~~ <sup>ren to their</sup> parents?
4. Explain <sup>the</sup> good attitude when we meet with the teachers <sup>inside</sup> ~~in school~~ and outside of school!
5. Mention the verse in the Koran that talks about filial piety to <sup>our</sup> both parents!



Source: freepik.com

Perbaiki jawabanmu!  
Ini adalah jawaban yang benar!

**C. Find The Antonyms of The Following Words from The Text**



Source: freepik.com

1. Run = .....
2. Real = .....
3. Buy = .....
4. Arrive = .....
5. Help = .....



**D. Fill in The Blanks with The Words in The Box**

which one?  
(of many)?

(pakisan  
1 halaman  
1 soal & jawaban)

Dialog 1

Fatimah, come here *darling*.

Ok dad.

Can you get me some \_\_\_\_\_ from the drug store? I got  
headache.

Yes Dad. I will go now.

Take the \_\_\_\_\_ from my wallet.

Which one Dad?

The brown one.

Ok, I found it.

Don't forget to ask for the receipt.

Ok, Dad. Bye.

Bye. Be careful Honey

Dad



Source: freepik.com



Source: freepik.com

Fatimah

## Dialog 2

- Hafidz : Mom, I am home.  
Mom : Hi honey, how is your school today?  
Hafidz : As usual Mom.  
Mom : Good, now change your clothes, and get ready for  
....  
Hafidz : Okey Mom. Can I .... outside after lunch?  
Mom : No, you have to get ready to go to your ....  
Hafidz : Owh Mom, please, just 10 minutes.  
Mom : Okey, but only for 10 minutes.  
Hafidz : Thanks Mom, love you.



### E. Arrange The Words into a Good Sentence

1. Student - a - teacher - always - good - will - his - glorify.
2. Parents - will - both - to - devoted - bring - blessing.
3. Medicine - buy - Ahmad - to - goes - a - to - pharmacy.
4. Allah ~~slut~~ - that - displeased - are - both - insulting - parents - including - by - actions.
5. Allah - who - both - help - will - his - parents - servants - serve.

*too long!*

*Cek! Hrs transkrip!  
Hrs transkrip!  
Hrs transkrip!*

(the following)  
these sentences.

**F. Translate ~~The Sentence Below~~ into English!**

1. Telah terjadi Tsunami di Aceh pada tahun 2004.
2. Aku pergi ke Candi Borobudur minggu lalu.
3. Ayah membeli motor baru kemarin.
4. Tania tidak tidur.
5. Ibuku adalah seorang suster ?

AUS



Source: freepik.com

what does it mean ?



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulya Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimil (0725) 47298; Website: [www.tarbiyah.metroiaain.ac.id](http://www.tarbiyah.metroiaain.ac.id); e-mail: [tarbiyah.iaim@metroiaain.ac.id](mailto:tarbiyah.iaim@metroiaain.ac.id)

Nomor : Istimewa

26 November 2019

Hal : Izin Validasi

Yth.

**Dr. Umi Yawisah, M.Hum.**

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama : Anggen Anggraini

NPM : 1501070151

Prodi : Tadris Bahasa Inggris

Sponsor : 1. Drs. Kuryani, M.Pd. 2. Ahmad Subhan Roza, M.Pd.

Judul : *Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd  
NIP. 1975061020080110114



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metraniv.ac.id; e-mail: tarbiyah.iaim@metraniv.ac.id

Nomor : Istimewa

26 November 2019

Hal : Izin Validasi

Yth.

**Dr. Mahrus As'ad, M.Ag**

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama : Anggun Anggraini

NPM : 1501070151

Prodi : Tadris Bahasa Inggris

Sponsor : 1. Drs. Kuryani, M.Pd. 2. Ahmad Subhan Roza, M.Pd.

Judul : *Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd  
NIP. 1975061020080110114



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggitoyo Metro Timur Kota Metro Lampung 34111

PE 3 00 : Telepon: (0725) 41507, Faksimili: (0725) 47296, Website: www.tarbiyah.metroainv.ac.id, e-mail: tarbiyah.ain@metroainv.ac.id

Nomor : Istimewa

26 November 2019

Hal : Izin Validasi

Yth.

**Dr. Dedi Irwansyah, M.Hum.**

Dosen IAIN Metro

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen *need analysis* bagi mahasiswa:

Nama : Anggon Anggraini

NPM : 1501070151

Prodi : Tadris Bahasa Inggris

Sponsor : 1. Drs. Kuryani, M.Pd. 2. Ahmad Subhan Roza, M.Pd.

Judul : *Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan

Ahmad Subhan Roza, M.Pd.  
NIP. 1975061020080110114

## VALIDATION SHEET

### Petunjuk Pengisian :

Berikut ini adalah butir-butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

### Keterangan:

- 1 : Cukup      3 : Sangat Baik  
2 : Baik      4 : Sempurna

No.	Poin	1	2	3	4
1.	Kesesuaian judul	✓			
2.	Kesesuaian ukuran	✓			
3.	Bahasa dan vocabulary	✓			
4.	Kesesuaian materi	✓			
5.	Kedalaman materi	✓			
6.	Keakuratan materi	✓			
7.	Kemutakhiran materi		✓		
8.	Kesesuaian dengan tingkat perkembangan siswa	✓			
9.	Komunikatif	✓			
10.	Akurasi	✓			
11.	Keruntutan dan kesatuan gagasan	✓			
12.	Teknik penyajian		✓		
13.	Penyajian pembelajaran		✓		
14.	Tata Letak Isi		✓		
15.	Ilustrasi isi		✓		
16.	Tipografi Materi		✓		
Saran Perbaikan :					
- untuk judul dibuat spesifik levelnya: MTs or ...					
- sesuaikan soal dengan tingkat kemampuan murid					
- Minimalisir kesalahan atau kelisan.					

Validator

  
(Umi Yawid)

## VALIDATION SHEET

### Petunjuk Pengisian :

Berikut ini adalah butir-butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (√) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

### Keterangan:

- 1 : Cukup      3 : Sangat Baik  
2 : Baik      4 : Sempurna

No.	Poin	1	2	3	4
1.	Kesesuaian judul		✓		
2.	Kesesuaian ukuran				
3.	Bahasa dan vocabulary		✓		
4.	Kesesuaian materi			✓	
5.	Kedalaman materi		✓		
6.	Keakuratan materi		✓		
7.	Kemutakhiran materi		✓		
8.	Kesesuaian dengan tingkat perkembangan siswa			✓	
9.	Komunikatif			✓	
10.	Akurasi			✓	
11.	Keruntutan dan kesatuan gagasan		✓		
12.	Teknik penyajian			✓	
13.	Penyajian pembelajaran			✓	
14.	Tata Letak Isi			✓	
15.	Ilustrasi isi			✓	
16.	Tipografi Materi			✓	
Saran Perbaikan : <i>Perbaiki judul &amp; buat lebih menarik lagi. Koherensi atau kalimat dan paragraf perlu diperbaiki.</i>					

Validator



(.....)



## VALIDATION SHEET

### Petunjuk Pengisian :

Berikut ini adalah butir-butir poin yang berkaitan dengan materi bahasa Inggris yang telah dikembangkan. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (✓) pada salah satu kolom 1, 2, 3, atau 4 pada setiap poin yang ada pada tabel. Mohon ditulis saran perbaikan pada ruang yang disediakan.

### Keterangan:

- 1 : Cukup                      3 : Sangat Baik  
2 : Baik                        4 : Sempurna

No.	Poin	1	2	3	4
1.	Kesesuaian judul				✓
2.	Kesesuaian ukuran			✓	
3.	Bahasa dan vocabulary		✓		
4.	Kesesuaian materi		✓		
5.	Kedalaman materi		✓		
6.	Keakuratan materi		✓		
7.	Kemutakhiran materi		✓		
8.	Kesesuaian dengan tingkat perkembangan siswa		✓		
9.	Komunikatif			✓	
10.	Akurasi		✓		
11.	Keruntutan dan kesatuan gagasan			✓	
12.	Teknik penyajian			✓	
13.	Penyajian pembelajaran			✓	
14.	Tata Letak Isi				✓
15.	Ilustrasi isi				✓
16.	Tipografi Materi			✓	
Saran Perbaikan :					
Beberapa istilah yg bukan berasal dari kharakter bahasa Inggris, agar dicatuk miring.					

Validator

Dr. Dedi Puwansyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Linggulya Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47236; Website: www.tarbiyah.metroainiv.ac.id; e-mail: tarbiyah.ainiv@metroainiv.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : DR. UMI YAWISAH, M. HUM.  
Jabatan/Pekerjaan : DOSEN  
Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

dan mahasiswa:

Nama : Anggun Anggraini  
Program Study : Tadris Bahasa Inggris  
NPM : 1501070151

(~~sudah siap~~/belum siap)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *Reading Comprehension* tidak sesuai untuk siswa SMP/MTs, mestinya untuk SMA/MA atau mahasiswa
2. *Judul* (calon buku) terlalu umum  
- secara teknis: banyak kesalahan penulisan, tidak teliti, tidak sesuai dengan buku bahasa Inggris

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 29 November 2019

Validator,

(UMI YAWISAH)

\*) coret yang tidak perlu



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Linggulyo Metro Timur Kota Metro Lampung 34111

Telp: (0725) 41507; Faksimili: (0725) 47206; Website: www.tarbiyah.metroaini.ac.id; e-mail: tarbiyah.aini@metroaini.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : *Dr. Mubrosbiad M. Ag.*  
Jurusan/Pekerjaan : *Dosen Tetap IAIN Metro*  
Instansi Asal : *IAIN Metro*

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

dan mahasiswa:

Nama : *Anggun Anggraini*  
Program Study : *Tadris Bahasa Inggris*  
NPM : *1501070151*

~~(sudah siap/belum siap)~~\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *comprehension Capaian perlu diprtegas pada tiap 2 paragraf*
2. *paragraf perlu ditambah dan susun susun*  
*lebih.*

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, .....2019

\*) coret yang tidak perlu

Validator,

*(Signature)*

(.....)



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Lingmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metroiaain.ac.id, e-mail: tarbiyah@metroiaain.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Dedi Irawaningsih  
Jurusan/Pekerjaan : Dosen  
Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

dan mahasiswa:

Nama : Anggun Anggraini  
Program Study : Tadris Bahasa Inggris  
NPM : 1501070151

(~~sudah siap~~/belum siap)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *Selamatkan lilint revisi pada font*
2. ....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, *04. Des* 2019

Validator,

\*~~coret yang tidak perlu~~

*Dr. Dedi Irawaningsih*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan K. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telp: (0725) 41507; Faksimil: (0725) 47296; Website: www.tarbiyah.iaimetro.ac.id; e-mail: tarbiyah.iaimetro@metrometro.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Uki YAWISAH, M.Hum  
Jurusan/Pekerjaan : PNS  
Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

dan mahasiswa:

Nama : Anggun Angraini  
Program Study : Tadris Bahasa Inggris  
NPM : 1501070151

(sudah siap ~~atau~~ siap)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *ubah soal yang disesuaikan dengan level siswa, jangan terlalu sulit.*
2.  *tambahkan kan pengantar dan daftar isi*

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 13 September 2019

Validator,

(Uki yawisah)

\*) coret yang tidak perlu



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Unggulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metroaini.ac.id, e-mail: tarbiyah@metroaini.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Mahnus A'ed, M.Ag  
 Jurusan/Pekerjaan : Dosen Tetap  
 Instansi Asal : IAIN Metro Lampung.

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

dan mahasiswa:

Nama : Anggun Anggraini  
 Program Study : Tadris Bahasa Inggris  
 NPM : 1501070151

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. ....
2. ....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 Des.....2019

Validator,

*Mahnus A'ed*  
 Dr. Mahnus A'ed, M.Ag

\*) coret yang tidak perlu



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan H. Hajar Dewantara Komplek 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp: (0725) 41507, Faksimil: (0725) 47296, Website: www.tarbiyah.metroainv.ac.id, e-mail: tarbiyah.ain@metroainv.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dr. Dedi Irawansyah  
Jurusan/Pekerjaan : Dosen  
Instansi Asal : IAIN Metro

Menyatakan bahwa instrumen *need analysis* dengan judul:

*Development of Reading Comprehension Materials for Eight Grade of MTs N 1 East Lampung*

dan mahasiswa:

Nama : Anggun Anggraini  
Program Study : Tadris Bahasa Inggris  
NPM : 1501070151

(sudah siap/~~belum siap~~\*) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Telah diperbaiki  
Sudah siap dipergunakan untuk penelitian.
2. ....

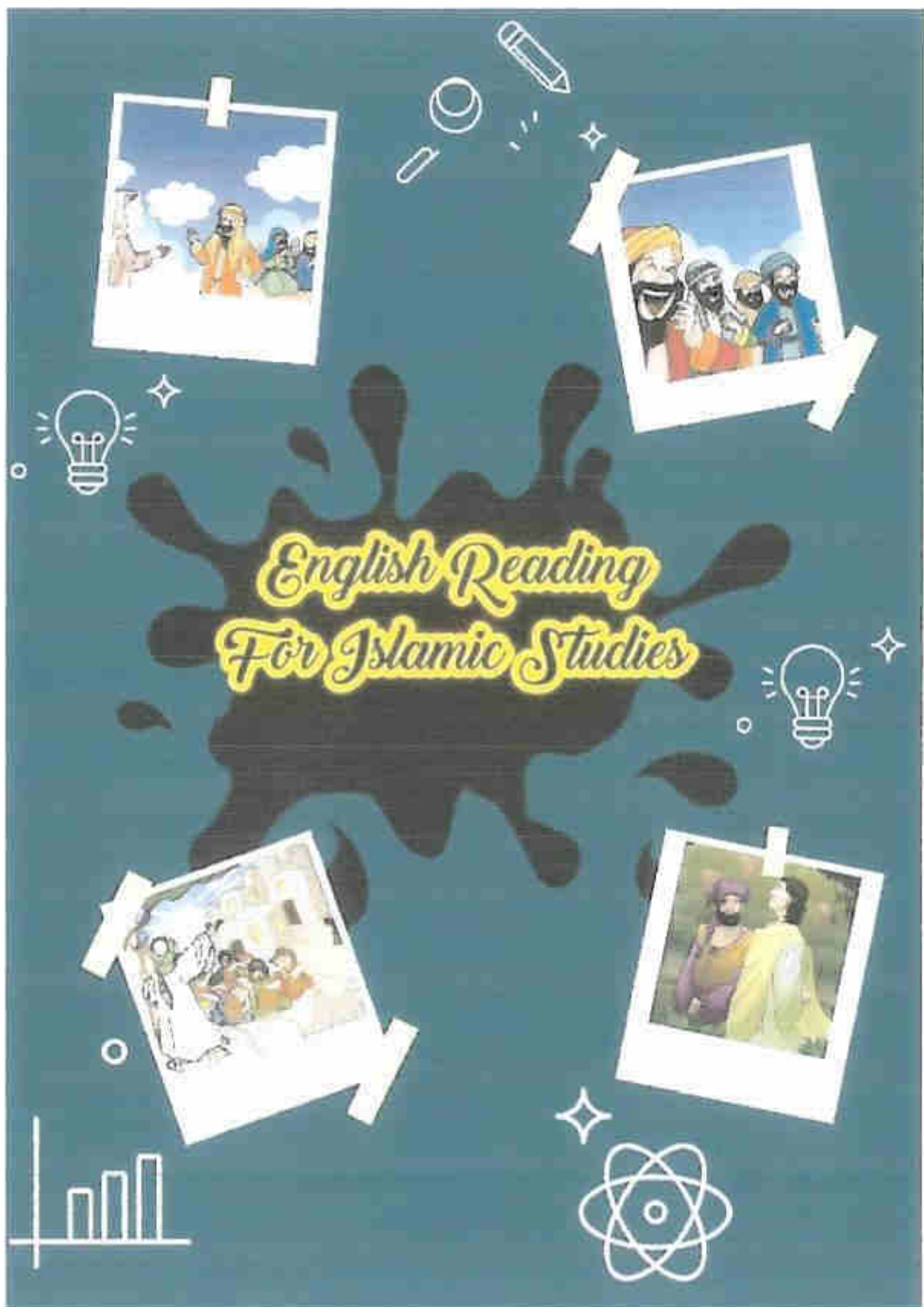
Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 Desember 2019

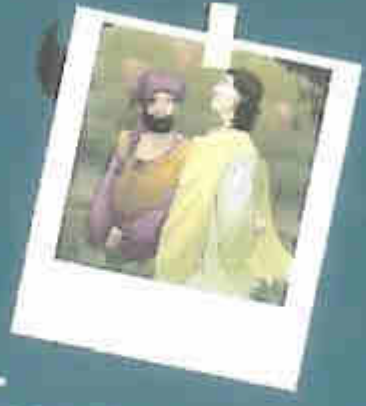
Validator,

Dr. Dedi Irawansyah

\*) coret yang tidak perlu



*English Reading  
For Islamic Studies*





## Chapter I

### THE PROPHET MUHAMMAD SAW



The story is taken from Jannah Firdaus Mediapro, (2019) entitled "Biography of the life history of the Prophet Muhammad p.b.u.h english edition". Indonesia: Xenohikari Dragon

#### LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1 • behave honestly in everyday life;
- 2 • exemplify the attitude of the prophet Muhammad PBUH; and
- 3 • state the disadvantages of dishonest behavior.

## LIFE STORY OF THE PROPHET MUHAMMAD SAW

When the inhabitants of Mecca in the state of darkness and losing their grip, it was born in the midst of that society, a baby named Muhammad. He will be the role model and straighten their *aqeedah* and life from the error into a true way and being blessed by Allah SWT.



Muhammad was born on 12 Early *Rabi'ul* in the elephant year or on April 20, 571 B.C. His mother is Aminah, and his father is Abdullah, had passed away when Muhammad was 7 months in his mother's womb. After he was five years old Halimah chaperoned Muhammad to Mecca to return him to his mother Siti Aminah. A year later Aminah passed away.

After that, Muhammad was fostered by his grandfather Abdul Mutholib. The next two years, Muhammad's grandfather also passed away. After that, he was fostered by his uncle Abu Tholib. While he was growing up to be adult, Muhammad p.b.u.h started his life independently and he did not depend on his uncle anymore.

He was well-know as an honest and kind man because he never said lie and bad things. Due to his good character and behavior, a rich widow entrusted her merchandise to Muhammad p.b.u.h to be sold in Syams. That woman was Khadijah.

After his arrival from Syams, there was a marriage proposal from Khadijah to Muhammad p.b.u.h through Khadijah's uncle. The wedding was held after two of them agreed. Muhammad p.b.u.h was 25 years old when he got married, mean while Khadijah was 40 years old.

As the next leader of human beings in this world, the prophet Muhammad p.b.u.h had many aptitudes, big soul, smart thought, sharp brain,

soft feeling, strong memory, quick response, and strong mentality. He knew his society's sadness and the collapse of their religion. Therefore, he went to *Hira'* cave to illuminate his thoughts and prepare himself to face those problems.

On Romadhon 17<sup>th</sup>, or it was same as August 6, 610 AD, the angel Jibril come to the prophet Muhammad p.b.u.h who was still in *Hira'* cave. At that place, the prophet Muhammad p.b.u.h accepted the first revelation. The next a half and two years, the prophet Muhammad p.b.u.h accepted the second revelation.

His struggle in *da'wah* got many obstacles and rejection. However, he was still patient, spiritfull, and not easily giving up. He always asked protection from Allah SWT. On Rajab 27, the eleventh year after Muhammad p.b.u.h was appointed as the prophet, *Isra' Mi'raj* happened. At the time, the prophet Muhammad p.b.u.h accepted a command to pray five times a day from Allah SWT.

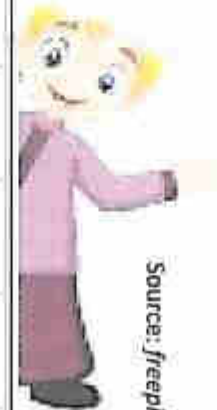
The prophet Muhammad p.b.u.h passed away because of fever on 12 early *rabi'ul 11 Hijriyah* or it is same as June 8<sup>th</sup>, 632 AD. He was 63 years old when he passed away. During his 23 year being the prophet, he struggled hard in *da'wah* for Islam. He didn't leave his people properties or throne, but *Al-Qur'an* and *Hadist* to be guidance in behaving and doing things in their life.

## GLOSSARY



Source: freepik.com

No	Vocabulary	Meaning
1	Prophet /'profit/	Nabi
2	Birth /b3:θ/	Kelahiran
3	Pass away /pæs əwe/	Meninggal
4	Descendant /di'sendənt/	Keturunan
5	Revelation /revə'leɪʃn/	Wahyu dari Allah SWT



Source: freepik.com

### A. Choose the Correct Answer by Crossing (x) A, B, C, or D

- Below that is included in the 25 Prophets that must be known, *except* ....
  - Adam as
  - Muhammad p.b.u.h
  - Yusuf as
  - Syamwil as
- Where was Muhammad p.b.u.h born?
  - Medina
  - Mecca

- c. Saudi Arabia
  - d. Istanbul
3. Nuzulul Qur'an is the time of the revelation of the Al-Qur'an....
- a. firstly
  - b. secondly
  - c. thirdly
  - d. fourthly
4. What was the first surah revealed to the Prophet Muhammad p.b.u.h?
- a. *Al-Wakiah*
  - b. *Al-Alaq*
  - c. *Al-Baqarah*
  - d. *An-Nas*
5. The migration of the Prophet Muhammad p.b.u.h from Mecca to Medina is called...
- a. dakwah
  - b. hijrah
  - c. jihad
  - d. jinayah
6. The name of the mosque which was founded by Rosulullah in Medina is....
- a. Nabawi
  - b. Haram
  - c. Quba

- d. Aska
7. The attitude taught by the Prophet in trading is ....
- a. honesty
  - b. profit
  - c. fairness
  - d. success
8. How long did the Prophet Muhammad p.b.u.h stay in Mecca to preach before moving to Medina?
- a. 11 years
  - b. 13 years
  - c. 15 years
  - d. 17 years
9. Who was the first man convert to Islam?
- a. Abu Bakar ash Shiddiq
  - b. Ummar bin Khattab
  - c. Ali bin Abi Thalib
  - d. Zaid bin Haritsah
10. The daughter's name of the Prophet Muhammad p.b.u.h is...
- a. Khadijah binti Khuwailid
  - b. Siti Aminah binti Wahab
  - c. Fatimah Az-Zahra binti Muhammad SAW
  - d. Halimah As-Sa'diyah binti Abdullah

### B. Answer the Questions Based on Your Knowledge

1. The prophet Muhammad's words that can be used as a reference in life are called....
2. What did he get before appointed as a prophet?
3. Are there any other prophets besides Muhammad?
4. Why did Allah SWT give the miracles to some prophets?
5. Where did the prophet Muhammad p.b.u.h accept the first revelation?



Source: [freepik.com](http://freepik.com)

### C. Fill in the Blank with the Correct Answers!

1. We believe that ... is the last prophet.
2. He ... in Mecca.
3. Siti Aminah is Muhammad's mother who ... when he was 6.
4. The revelation of Allah SWT that came down to the Prophet Muhammad p.b.u.h is on....
5. On Rajab 27, the eleventh years after Muhammad p.b.u.h was appointed as the prophet, ... happened.



Source : [freepik.com](http://freepik.com)

**D. Find Out the Words and Their Correct Meaning!**

No	A	No	B
1	Hijrah	a	Move or transition
2	Isra' mi'raj	b	One important night that happened in the month of Ramadan
3	Dakwah	c	Travel at night
4	Jihad	d	Invitation
5	LailatulQodar	e	Fight hard

**E. Arrange the Words Below into a Good Sentence**

1. The – is – prophet – Muhammad p.b.u.h – last.
2. Muhammad SAW – Mecca – in – born – was.
3. Ali – student – is – a – of – Metro – IAIN.
4. Meccah – was – in – born – was – Muhammad – Nabi – saw.
5. Muhammad SAW – his – father – pass away – 7 – when – was – months.



**F. Translate the following Sentences Below into English!**

1. Nabi Muhammad SAW lahir pada hari Senin.  
*(The prophet Muhammad SAW born on Monday)*
2. Abdullah bin Abdul Muntolib adalah nama ayah Nabi Muhammad SAW
3. Nabi Muhammad SAW dikenal sebagai seorang yang jujur.
4. Nabi Muhammad SAW wafat pada umur 63 tahun.
5. Pada umur 25 tahun Nabi Muhammad SAW menikah dengan Khadijah.

## Chapter II

### ABU JAHAL & ABU LAHAB



The story is taken from "Aqidah Akhlak buku siswa kelas VIII MTs"

#### LEARNING OUTCOMES

By the end of this course, students will be able to :

1

• explain atrocities Abu Lahab and his wife against the prophet Muhammad saw;

2

• explain Abu Lahab's crimes against the prophet Muhammad p.b.u.h; and

3

• find new vocabulary and synonyms in a story.

## The Story of Abu Jahal and Abu Lahab

Abu Lahab is a descendant of the *Quraysh* tribe who are hostile to, opposed to, and hindered the struggle of the Messenger of Allah in carrying out the religion of Islam in Mecca.



Source : [freepik.com](http://freepik.com)

Abu Lahab always instigated the followers of the prophet Muhammad p.b.u.h not to follow the teachings of the Prophet. Once upon a time the Rosulullah ascended to the hill Shafa and exclaimed: "Come together this morning!" Then the *Quraysh* gathered together. The Prophet said: "What do you think, if I told you that the enemy would come tomorrow morning or evening, do you believe me?"

The *Quraysh* replied: "Surely we believe." The Rosulullah said: "I warn you that the terrible punishment of Allah will come." Said Abu Lahab: "Woe to you! Is it only for this, you gather us?"

Abu Lahab's wife also followed in the footsteps of Abu Lahab, blocking Islam by spreading thorns in the place where the Rosulullah was going to go. Abu Lahab with such treatment is very loss and very wretch, his practice is in vain, his efforts to obstruct Islam is useless.

The full name of Abu Jahal is Abu Jahal bin Hisham. The *Quraysh* used to call him Abul Hakam. He was a *Quraysh* infidel who always obstructed and was hostile to the prophet Muhammad. Mockery and insult are often thrown from his mouth, considers the Prophet crazy because it is often considered making false stories and making it up.

## GLOSSARY

No	Vocabulary	Meaning
1	Descendant /di'sendənt/	Keturunan
2	Instigate /'instigeit/	Menghasut
3	Hell /hel/	Api neraka
4	Ethnic /'eθnik/	Suku
5	Slander /'slɑ:ndə(r)/	Fitnah

Source: freepik.com

Source: freepik.com

### A. Choose the Correct Answer by Crossing (x) A, B, C, or D

1. Who was instigated by Abu Lahab not to follow the teachings of the Prophet?
  - a. followers
  - b. friends
  - c. uncle
  - d. the family of prophet Muhammad SAW
  
2. What place was used by the Prophet Muhammad SAW to gather his people?
  - a. Mosque

- b. The Hill of Shafa
  - c. The Hill of Arafah
  - d. Baitullah
3. What was done by the wife of Abu Lahab in obstructing Islam?
- a. instigate
  - b. slander
  - c. spread thorns
  - d. making a scene
4. Allah swt has forbidden humans not to talk about the disgrace of others, which is contained in the Qur'an surah ....
- a. *Al baqarah*
  - b. *Al ankabut*
  - c. *Al hujurat*
  - d. *Ali imran*
5. The meaning of this verse is ....
- وَيْلٌ لِّلَّذِينَ هُمْزُوا لِعُقْبَةٍ  
(QS. Al-Humazah ayat 1)
- a. woe to every swearer and detractor (QS. Al-Humazah)
  - b. who collects wealth and calculates it (QS. Al-Humazah)
  - c. do you know what the (Hell) Hutamah? (QS. Al-Humazah)
  - d. which burns to the heart (QS. Al-Humazah)
6. Following are the characteristics possessed by Abu Jahal, except:
- ....

- a. evil
  - b. vengeful
  - c. envy
  - d. humble
7. Abu Jahal insulted the Prophet Muhammad p.b.u.h as a person ...
- a. small-minded
  - b. ugly
  - c. crazy
  - d. destitute
8. What is the punishment given by Allah SWT for Abu Lahab and his wife?
- a. heaven
  - b. wealth
  - c. friends
  - d. hell
9. Abu Lahab is a figure of ... people.
- a. Taif
  - b. Quraisy
  - c. Andalus
  - d. Madinah
10. The nature of a liar will be detrimental...?
- a. himself
  - b. other people

- c. himself and other people
- d. some people

**B. Answer the Questions Base on Your Knowledge!**

1. What is the title of the text above?
2. Why is surah Al-Lahab called Makkiyah?
3. What is the name of Abu Lahab's wife?
4. How was Abu Lahab behaved towards the prophet?
5. Write the first and the third verses of surah Al-Lahab!

**C. Find the Antonyms of the Following Words from the Text**



Source: freepik.com

1. Crazy = Healthy
2. Oppose = ....
3. Wretch = ....
4. Useless = ....
5. Insult = ....



**D. Fill in the Blank with the Correct Answers!**

1. Surah Al-Lahab consists of ... verses.
2. Abu Lahab's wife also followed her husband by blocking the Prophet's propaganda by ... on the path that the Prophet Muhammad SAW.
3. Abu Jahal often ... people who are praying with muck.
4. One of the Abu Jahal's bad characters is ... the prophet.
5. Later in the hereafter ... Abu Lahab will be put into hellfire.

**E. Arrange the Words into a Good Sentence**

1. Abu – Lahab – a – tribe – of – descendant – the – Quraysh – is.
2. Muhammad saw – instigated – of – always – the – prophet – followers – Abu Lahab – the.
3. Hisham – Abu – Jahal – the – is – bin – name – Abu – full – Jahal – of.
4. Others – slander – harm – can.
5. Allah SWT – grateful – for – is – favors – not – given - by – Dani.



**F. Translate the following Sentences Below into English!**

1. Dendam adalah perbuatan tidak terpuji.  
(*Revenge is a dishonorable deeds*)
2. Dion adalah siswa yang rendah hati.
3. Hari ini hujan turun dengan deras.
4. Bulan dan Bintang sedang membersihkan jendela.
5. Mereka menonton sebuah film.

## Chapter III

### COURTESY BEHAVIOR



The story is taken from "Aqidah Akhlak buku siswa kelas VIII MTs"

#### LEARNING OUTCOMES

By the end of this course, students will be able to:

- 1 • explain the meaning of etiquette to both parents and teachers;
- 2 • mention various types of etiquette to both parents and teachers; and
- 3 • find new vocabulary and antonyms in the story.

## **Tsunami and Filial Youth**

In 2004, the Tsunami struck Aceh and around 217,000 died. Very few survivors are desired by Allah Almighty. There are several unique and true stories.

That morning a man went to the pharmacy to buy medicine for his mother. When leaving, in a matter of seconds, a Tsunami comes. Many humans ran helter-skelter to save themselves, including that young man too. Finally it crashed into the tsunami.

In the middle of the Tsunami, a tree approached, he immediately hung to the fallen tree and was washed away with the tree.

Until finally a few minutes later, he saw wood like a canoe approaching him, then he reached for the canoe which brought him into the middle of the Indonesia - Australia ocean.



Source: [freepik.com](http://freepik.com)

He was adrift in the middle of the ocean for about 17 days. At that time, the Australian army came to provide assistance to Aceh for humanity. When they saw that there was a boat in the middle of the ocean, they approached and found the young man safe.

This shows that Allah will help a child who is very devoted to parents. Because of this charitable intermediary, God Almighty helps the young man, God willing.

## GLOSSARY

No	Vocabulary	Meaning
1	Disaster <i>/diˈzɑːstə(r)/</i>	Bencana
2	Pharmacy <i>ˈfɑːməsi/</i>	Apotek
3	Medicine <i>/medɪn; -dɪzn/</i>	Obat
4	Washed away <i>/wɑʃt əwe/</i>	Hanyut
5	Ocean <i>ˈəʊʃn/</i>	Samudera



Source: freepik.com



Source: freepik.com

### A. Choose the Correct Answer by Crossing (x) A, B, C, or D

1. What is the topic of the text above?
  - a. Tsunami and Filial Youth
  - b. Tsunami that hit Aceh
  - c. A Bobbing Young Man
  - d. Erosion in Aceh
  
2. Who was also hit by the tsunami?
  - a. His father
  - b. His mother
  - c. His brother
  - d. Young man

3. How long has the young man been adrift in the middle of the oceans of Indonesia - Australia?
  - a. 12 hours
  - b. 12 days
  - c. 17 hours
  - d. 17 days
  
4. In what year was the tsunami disaster in Aceh?
  - a. 2001
  - b. 2002
  - c. 2003
  - d. 2004
  
5. How many fatalities have been caused by the disaster?
  - a. 200.000
  - b. 127.000
  - c. 217.000
  - d. 117.000
  
6. The purpose of the Australian army coming to Aceh is to ...
  - a. volunteering
  - b. help
  - c. play
  - d. look-around
  
7. A Muslim should obey the commands of his parents, except if both parents tell sinners to Allah SWT. That is contained in the Qur'an surah ....

- a. *Q.S. Luqman : 11*
- b. *Q.S. Luqman : 13*
- c. *Q.S. Luqman : 15*
- d. *Q.S. Luqman : 17*

8. What is the name of the Prophet who once prayed for his parents as mentioned in the Qur'an surah Nuh: 28?
- a. The prophet Ibrahim as
  - b. The prophet Nuh as  
The prophet Ismail as
  - c. The prophet Isa as
9. A teacher is explaining the lesson in class, our right attitude should be ....
- a. talk with friends
  - b. no need to listen, because you already understand
  - c. listen carefully
  - d. carry out unfinished tasks
10. The obligation of a child when his parents has passed away is ....
- a. using his inheritance
  - b. giving some food
  - c. praying for one parents
  - d. meeting their needs

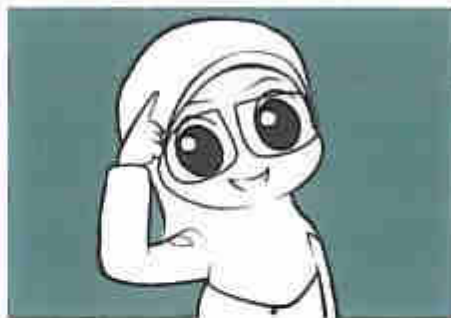
**B. Answer the Questions Based on Your Knowledge**

1. The Prophet said that one of the sins whose torment was hastened in the world was the sin to parents. Why? Explain more!
2. The Prophet said, obey our parents is more important than haji or *umrah*, also jihad fi sabilillah. Why? Explain your opinion!!
3. What is the best attitude of the children to their parents?
4. Explain the good attitude when we meet with the teachers inside and outside of school!
5. Mention the verse in the Koran that talks about filial piety to our parents!



Source: freepik.com

**C. Find the Antonyms of the Following Words from the Text**



Source: freepik.com

1. Run = Stop
2. Real = ...
3. Buy = ...
4. Arrive = ...
5. Help = ...

**D. Fill in the Blanks with the Words in the Box**

**Dialog 1**

Handman: "Come here, honey."

\_\_\_\_\_

Handman: "Can you get me some \_\_\_\_\_ from the refrigerator? I am hungry."

\_\_\_\_\_

Handman: "Take the \_\_\_\_\_ from the wallet."

\_\_\_\_\_

The crowd goes \_\_\_\_\_

\_\_\_\_\_

Don't forget to call for the vaccine.

\_\_\_\_\_

Bye. Be careful Honey

Handman



Source: freepik.com



Source: freepik.com

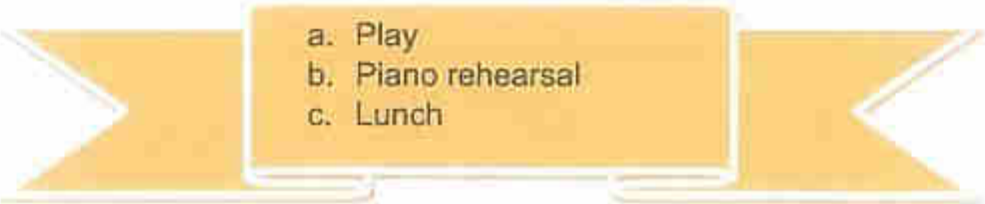
Fatinah

- a. Money
- b. Medicine



## Dialog 2

- Hafidz : Mom, I'am home.  
Mom : Hi honey, how is your school today?  
Hafidz : As usual Mom.  
Mom : Good, now change your clothes, and get ready for ....  
Hafidz : Okey Mom. Can I ... outside after lunch?  
Mom : No, you have to get ready to go to your ....  
Hafidz : Owh Mom, please, just 10 minutes.  
Mom : Okey, but only for 10 minutes.  
Hafidz : Thanks Mom, love you.

- 
- a. Play
  - b. Piano rehearsal
  - c. Lunch

### E. Arrange the Words into a Good Sentence

1. Student – a – teacher – always – good – will – his – glorify.
2. Parents – will – both – to – devoted – bring – blessing.
3. Medicine – buy – Ahmad – to – goes – a – to – pharmacy.
4. Bad – is – a – insulting – trait – others.
5. Jack – a – son – filial – is.

**F. Translate the following Sentences Below into English!**

1. Pada tahun 2004, bencana Tsunami menerjang Aceh.  
*(In 2004, the Tsunami struck Aceh)*
2. Aku pergi ke Candi Borobudur minggu lalu.
3. Ayah membeli motor baru kemarin.
4. Tania tidak tidur.
5. Ibuku adalah seorang perawat.



Source: [freepik.com](http://freepik.com)

# English Reading For Islamic Studies



There are four basic skills in English. These are listening, speaking, reading, and writing. However, this book is only reviewed about reading, especially in reading comprehension. Reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge. The readers are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

Madrasah Tsanawiyah is an educational institution which emphasizes Islamic content as its fundamental study. This feature makes it different from junior high school. Ideally, the English materials in Madrasah Tsanawiyah should be based on Islamic background. Islamic material that will be used by researchers in this research is about the story of some prophets in getting revelations, the exemplary of Prophet Muhammad SAW, and how a good attitude to both parents and teachers.

This book has a lot of the images interesting, and there is vocabulary for some words that is difficult to understand. This book also able to provide information Islam wrapped in the sentence English, so it's expected to add vocabulary only to students.

However, this book is still there are vocabulary is in understanding and not listed in the list vocabulary. So, less give understanding for students, especially for a novice.



## DOCUMENTATION



**Figure 9. The Teacher give Questionare**





**Figure 10. The Students Answer the Questionare**



## CURRICULUM VITAE



The name of the writer is Anggun Anggraini. She was born in Cempaka Putih, on May 24<sup>th</sup>, 1997. She is the first child of Mr. Masrif Agus Suryanto and Mrs. Lisnawati.

She was enrolled her study in SD N 1 Cempaka Putih on 2003-2009. She continued her study at SMP PGRI Bandar Surabaya on 2009-2012. Then, she continued her study at MAN 1 East Lampung on 2012-2015. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro.