

DEVELOPING ENGLISH READING MATERIAL FOR EIGHTH GRADE STUDENTS OF SMP NEGRI 2 MARTAPURA TIMUR

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ABSTRACT

This research belongs to Research and Development (R&D). The researcher adopted ADDIE Model. ADDIE is acronym of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE Model is designed to ensure that the learners achieved the goals and objectives of the learning purposes. In the level of development, the developing English reading material was assessed by the experts judgement and English teachers. The data collection was gathered from observation, questionnaire and interviews. The data analysis methodology used quantitative descriptive and qualitative descriptive. This research aimed (1) To find out the students needs in developing their reading skill for the eighth grade students of SMP Negri 2 Martapura Timur, (2) To find out the the feasibility of an English reading material book as a learning media based on expert judgment and English teacher, (3) To find out the assessment of students with reading material as a learning media. The researcher utilized the eighth grade English students as data sources. In conclusion, The result of feasibility reading books belongs to very good category, it is shows from the mean is 4 as the minimum score and 4.9 as the maximum score and the result feasibility based on the evaluations of students belongs to very good category, it shows from the mean is 4.2. In short, the materials presented were accepted by the experts, English teacher and students.

Keywords: Reading material, ADDIE models, Research&Development.

1. INTRODUCTION

English has an important position as a communication tool among countries. One of the requirements for a country to compete with other countries is having human resources who have a good ability in English. To fulfill one of the requirements, nowadays, English has been taught as one of the compulsory subjects at schools in Indonesia. Based on the Indonesian government regulation, English is taught from the junior high school level.

In the junior high schools, English is one of the essential subject because in this level, it is firstly taught and influenced whether students will go to the next level of

education or not. In addition, English is one of the compulsory subjects tested in the national examination.

The ultimate goals of learning English in the junior high school are written in the content standard. Those are communication tools to give and receive information, relate interpersonal relation, exchange information, and enjoy the English language aesthetic in the daily life context. Based on the content standard of materials, junior high school students are supposed to master the four language skills of English. Those are listening, speaking, reading, and writing.

Among the four language skills, reading is possibly the most extensively and intensively studied skill by experts in the field of language teaching. The results of the studies conducted for many decades on the nature of reading how people learn to process textual information have contributed contrasting theories about what works best in the teaching of reading. As a result, language educators should choose among a wide variety of teaching methods and techniques for students learning to read in their second language (SL) or foreign language (FL).

For students who are learning English in an SL/FL context, reading is the most crucial skill to master due to several reasons. According to Harmer (2007), reading is crucial because of two main reasons:

First, it is beneficial to the students' personal life. Reading English texts may have a positive impact on students' further studies and careers or it may simply play the role of joyful reading. Second, it is beneficial to their language acquisition for reading improves students' writing abilities, spelling and vocabulary knowledge.

Realizing how crucial reading is for our students, we can see the great importance of developing their reading ability. To achieve it, teachers can develop reading lessons by implementing the best method and techniques provided by theories.

In Government Regulation number 19 of 2005 Article 20, it is implied that teachers are expected to develop their own learning material, which is then confirmed through Minister of National Education Regulation (Permendiknas) number 41 of 2007 concerning Process Standards, which among others regulates the planning of learning processes that require for educators in the education unit to develop a lesson plan (RPP in Indonesia). One element in the lesson plan is a learning resource. Thus,

teachers are expected to develop learning materials as a source of learning.

Teaching materials based on technological sophistication used are divided into 4 types. The teaching materials include: printed teaching materials, audio, audio visual, interactive multimedia, and web-based teaching materials.

Based on the types of teaching materials above, textbooks are part of printed or written teaching materials. Sugiarto (2011) states that textbooks are books that are prepared for the benefit of the learning process, which are sourced from research results or the results of a thought about something or a particular field of study which are then formulated into learning materials. Also Akbar (2010: 183) states textbooks are textbooks that are used as standard references on certain subject matter.

In addition, Komalasari (2010: 43) states a textbook is a textbook in a particular field of study which is a standard book, compiled by experts in that field with instructional aims and objectives, equipped with learning tools that are harmonious and easily understood by the people in schools and universities so, that they can support a learning program.

Indeed, teacher have to developed their own materials. By adding new materials, it is hope that students will incese their reading ability and to motivated them to more learn English at school easily. As a result, the students of SMP Negeri 2 Martapura Timur can understand English reading material well.

2. METHOD

The research design would be used by researcher in this research is Research and Development (R&D). It has purpose to design new product. The product of this research would be English reading materials for the eighth grade students of SMP Negeri 2 Martapura Timur. The Participant are from eighth grade students of SMP Negeri 2 Martapura Timur.

3. FINDINGS AND DISCUSSION

Research Results

1. The Student Need in Developing Reading Skill

In the analysis phase, observations and interviews were conducted SMP Negeri 2 Martapura Timur. This initial stage is done to find out problems related to learning in class and books that are used as learning resources in class. Based on these observations and interviews, it was found problems regarding the use of media in learning. Therefore, an idea arose to develop learning media especially in reading that can facilitate students in learning.

Analysis conducted at this stage is curriculum analysis, analysis of student needs, and analysis of English material. Analysis phase The curriculum includes activities to adjust the content of the book material with curriculum

and syllabus that applies in SMP Negeri 2 Martapura Timur. While in the analysis of student needs, it is known that students need a learning media that can facilitate students in learning, especially in the aspect of reading. The need analysis on the table below shows the result of needs analysis, the complete data can be seen in Appendix A. The result of need analysis that has been done by researchers:

a) Target Needs

The third question in the questionnaire was about the students read strategy in reading skill.

Table 1 : the students strategy

Aspect	Students' needs	N	Total Answer Per Item	Percentage
Reading Strategy	Before read a text, I am ...			
	a. determine the purpose of reading	2 2	9	41%
	b. plan the ways to understand the text	2 2	10	45%
	c. guess what information will be conveyed in that text	2 2	3	14%
	d. the other	2 2	0	0%

Based on the table above, it shows that 45% students chose plan the ways to understand the text. 41% students determine the purpose of reading. Then, 14% students guess what information will be conveyed in that text.

b) Learning Needs

Table 2: Learning needs (Reading, Writing and Listening input)

Aspect	Students' needs	N	Total Answer Per Item	Percentage
Reading input	In learning English the length of the text reading input that I want is ...			
	100 words - 150 words	2 2	11	50%
Writing input	In learning English the length of writing text input that I want is ...			
	50 words - 100 words	2 2	17	77%
Listening input	What learning input do you want for			

t	Listening material?			
	how to pronounce correct English vocabulary	22	19	86%

Based on the table above, it shows that 50% students want 100 words - 150 words of reading input. While, 77% students want the length of the text writing input consist of 50 words - 100 words. Then 86% students want to pronounce correct English vocabulary in listening input aspect.

Table 3: Learning needs (Activity)

Aspect	Students' needs	N	Total Answer Per Item	Percentage
Reading Activity	In reading activities, I prefer like activities ..			
	Analysis the meaning of certain words	22	15	68%
	The topic that I like about reading is about ..			
	personal experience	22	8	36%
	Activities that I like when working on Reading Text is ...			
	Answering multiple choice questions	22	12	54%
Writing Activity	In writing activities, I prefer like activities ..			
	write text that is similar to the example / according to the input given by the teacher	22	10	45%
	The topic that I like about reading is about ...			

	personal experience		8	36%
Listening Activity	In my opinion, English Listening can ...			
	make me know the correct pronunciation in English	22	15	68%
	In English learning, the type of listening activities I like is...			
	Answer questions based on spoken text recorded in multiple choice form	22	6	27%
	complete paragraphs based on spoken text that is heard.	22	6	27%

Based on the table above, there were some activities that can be used as input covering listening, reading, and writing based on what student prefer. In the reading activity 68% prefer to analyze the meaning of certain words and 36% students prefer the topic about personal experiences, 54% prefer answering multiple choice questions. Then, 45% students prefer to writing text that is similar to the example or according to the input given by the teacher, and 36% students prefer the topic about personal experiences . Next, the most of students or 68% thinks that listening skill can make them know the correct pronunciation.. Then 27% students prefer to answering questions based on spoken text recorded in multiple choice form, and last 27% students prefer to completing the paragraphs based on spoken text that is heard.

Table 4: Learning Needs (setting)

Aspect	Students' needs	N	Total Answer Per Item	Percentage
Setting	In learning English, I will enjoy doing English assignment			
	by my self	22	9	41%
	in group	22	9	41%
	I prefer to read text reading....			
	In classroom	22	15	68%

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Based on the table above, it shows that 41% students enjoy doing English assignment by themselves. 41% students enjoy doing English assignment in group. 68% students prefer reading the text in classroom.

Table 5: Learning Needs (Students' role)

Aspect	Students' role	N	Total Answer Per Item	Percentage
Students' role	In learning English, the role that I want is. . .			
	as a listener when the teacher is explaining in front of the class.	22	6	27%
	as a listener and then did what teacher asked to them.	22	12	55%
	as active participants who respond explanation or question from teacher.	22	4	18%

The table above, shows that there are 55% students want to be as a listener and then did what teacher asked to them. as active participants who respond explanation or question from teacher. 27% students want to be as a listener when the teacher is explaining in front of the class. Last, 18% students want to be as an active participants who respond explanation or question from teacher

Table 6: Learning Needs (Teacher' role)

Aspect	Teacher'role	N	Total Answer Per Item	Percentage
Teacher role	In learning English, I want the teacher to be. . .			
	the center of the teaching and learning in the class.	22	5	23%
	the resource who help students in the class.	22	4	18%

	the facilitator and controller in the class.	22	8	36%
	motivator in the class.	22	2	9%
	someone who gave criticisms, suggestion, and advice to students in the class.	22	3	14%

The table shows that there are 36% students want the teacher to be the facilitator and controller in the class. 23% students want the teacher to be the center of the teaching and learning in the class. 18% students want the teacher to be the resource who help students in the class. 14% students want the teacher to be someone who gave criticisms, suggestion, and advice to students in the class. 9% students want the teacher to be motivator in the class.

2. The Feasibility of an English Reading Material Book

In development phase, it is necessary to measure the rate of quality of the materials as being implemented. It measures the content of the developed materials and the revision of the book. In this phase, two experts are involved to check the quality of the product. The first validator is the lecturer and the second is English teacher. The validation expert assessment covers 4 aspects, namely Feasibility of Content, Language Feasibility, Feasibility of Presentation and The Feasibility Graphic Worthiness. Then the data obtained by using expert judgment questionnaire would be analyzed by using Likert-scale as measurement, the results of the validation expert and English teacher are as follows:

The Result Validation and Revision of Chapter 1

a) The Content Feasibility

Table 7: The Content Feasibility

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material compatibility with Competency Standards and Basic Competence	4	4	4
2	Conformity of material with indicators / syllabus	4	4	4
3	The suitability of the material with the learning objectives	4	4	4

4	The truth of facts and concepts	5	4	4.5
5	Clarity of material delivery	5	4	4.5
6	Systematic delivery of material	4	4	4
7	Completeness of material	4	4	4
8	Winning material	4	5	4.5
9	Content text are relevant to the material and explore the daily lives of students to get used to the type of text, especially in terms of the content of the message.	4	4	4
Mean		3.7		

From the table above, the mean from expert judgment and English teacher is 3.7 Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

b) Language Feasibility

Table 8 : The Language Feasibility of Chapter 1

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Conformity with the development of students	4	4	4
2	The density of the use of terms and symbols / symbols	4	4	4
3	Clarity in the use of words and language	4	4	4
4	Coherence and mindset grooves	4	4	4
5	The ability to stimulate motivation	4	4	4
Mean		4		

From the table above, the mean from expert judgment and English teacher is 4. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

c) Feasibility of Presentation

Table 9 The Feasibility Presentation of Chapter 1

No	Components	Score		
		Expert	English	\bar{x}

		judgmeent	teacher	
1	Material contains guidance so that students produce text oral and / or written to achieve social functions that are relevant to the type of text in question in a guided manner.	4	5	4.5
2	Display images, tables and symbols	5	5	5
3	Presentation of material in accordance with the systematic writing	4	5	4.5
Mean		4.7		

Based on the table above, the mean from expert judgment and English teacher are 4.7. While, based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

d) Feasibility Worthiness of Graphic

Table 10: The Feasibility Worthiness Graphic of Chapter 1

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	The Use of letters	5	5	5
2	The book size is in accordance with existing textbook standards	5	5	5
3	Placement of layout elements is consistent based on the pattern (title, subtitle, illustration)	4	4	4
4	The distance between paragraphs is clear and there are no widows or orphans	5	5	5
5	Proportional print and margin fields	5	5	5
6	Adjacent two-page margins	5	5	5
7	The shape, color and size of the layout elements are in accordance. Illustration can	5	5	5

	describe the material / teaching material			
8	Illustrations can illustrate the content / teaching material	4	5	4.5
Mean		4.9		

Based on the table above, the mean from expert judgment and English teacher are 4.9. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is a comments from the expert judgment : "there are mistake error with the word "Recoun", it should "Recount".

The Result Validation and Revision of Chapter 2

a) Feasibility of Content

Table 11: The Feasibility of Content of Chapter 2

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material compatibility with Competency Standards and Basic Competence	4	4	4
2	Conformity of material with indicators / syllabus	4	4	4
3	The suitability of the material with the learning objectives	4	4	4
4	The truth of facts and concepts	5	4	4.5
5	Clarity of material delivery	5	4	4.5
6	Systematic delivery of material	4	4	4
7	Completeness of material	4	4	4
8	Winning material	4	4	4
9	Content text are relevant to the material and explore the daily lives of students to get used to the type of text, especially in terms of the content of the message.	4	4	4

Mean	4.1
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Based on the table above, it shows the mean from expert judgment and English teacher are 4.1. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

b) Language Feasibility

Table 11 : The Language Feasibility of Chapter 2

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Conformity with the development of students	4	4	4
2	The density of the use of terms and symbols / symbols	5	4	4.5
3	Clarity in the use of words and language	5	4	4.5
4	Coherence and mindset grooves	4	4	4
5	The ability to stimulate motivation	5	4	4.5
Mean		4.3		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.3. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is a comments from the expert judgment, which is : In the activity 1, it is better to numbering the questions to make it easy for students.

c) Feasibility of Presentation

Table 12 : The Feasibility Presentation of Chapter 2

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material contains guidance so that students produce text oral and / or written to achieve social functions that are relevant to the type of text in question in a guided manner.	5	5	5
2	Display images, tables and symbols	5	5	5

3	Presentation of material in accordance with the systematic writing	4	5	4.5
Mean		4.8		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.8. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

d) Feasibility Worthiness of Graphic

Table 13: The Feasibility Worthiness Graphic of Chapter 2

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	The Use of letters	5	5	5
2	The book size is in accordance with existing textbook standards	5	5	5
3	Placement of layout elements is consistent based on the pattern (title, subtitle, illustration)	5	5	5
4	The distance between paragraphs is clear and there are no widows or orphans	5	5	5
5	Proportional print and margin fields	5	5	5
6	Adjacent two-page margins	5	5	5
7	The shape, color and size of the layout elements are in accordance. Illustration can describe the material / teaching material	5	4	4.5
8	Illustrations can illustrate the content / teaching material	4	5	4.5
Mean		4.9		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.9. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is a comments from the expert

judgment, which is : The distance of margin on the characteristic narrative parts is too much.

The Result Validation and Revision of Chapter 3

a) Feasibility of Content

Table 14 : The Feasibility of Content of Chapter 3

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material compatibility with Competency Standards and Basic Competence	4	4	4
2	Conformity of material with indicators / syllabus	5	4	4.5
3	The suitability of the material with the learning objectives	4	4	5
4	The truth of facts and concepts	5	4	4.5
5	Clarity of material delivery	5	4	4.5
6	Systematic delivery of material	5	4	4.5
7	Completeness of material	4	4	4
8	Winning material	4	4	4
9	Content text are relevant to the material and explore the daily lives of students to get used to the type of text, especially in terms of the content of the message.	5	4	4.5
Mean		4.4		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.4. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

b) Language Feasibility

Table 15 : The Language Feasibility of Chapter 3

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Conformity with the	4	4	4

	development of students			
2	The density of the use of terms and symbols / symbols	4	4	4
3	Clarity in the use of words and language	4	3	3.5
4	Coherence and mindset grooves	4	4	4
5	The ability to stimulate motivation	5	4	4.5
Mean		4		

Based on the table above, it shows the mean from expert judgment and English teacher are 4. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

c) Feasibility of Presentation

Table 16 : The Feasibility Presentation of Chapter 3

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material contains guidance so that students produce text oral and / or written to achieve social functions that are relevant to the type of text in question in a guided manner.	5	4	4.5
2	Display images, tables and symbols	5	5	5
3	Presentation of material in accordance with the systematic writing	5	5	5
Mean		4.8		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.8. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

d) Feasibility Worthiness of Graphic

Table 17: The Feasibility Worthiness Graphic of Chapter 3

No	Components	Score		
		Expert judgment	English teacher	\bar{x}

		meent	her	
1	The Use of letters	5	4	4.5
2	The book size is in accordance with existing textbook standards	5	4	4.5
3	Placement of layout elements is consistent based on the pattern (title, subtitle, illustration)	5	4	4.5
4	The distance between paragraphs is clear and there are no widows or orphans	5	4	4.5
5	Proportional print and margin fields	5	4	4.5
6	Adjacent two-page margins	5	4	4.5
7	The shape, color and size of the layout elements are in accordance. Illustration can describe the material / teaching material	5	4	4.5
8	Illustrations can illustrate the content / teaching material	4	4	4
Mean		4.4		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.4. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

The Result Validation and Revision of Chapter 4

a) Feasibility of Content

Table 18: The Feasibility of Content of Chapter 4

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material compatibility with Competency Standards and Basic Competence	4	4	4
2	Conformity of material with indicators / syllabus	4	4	4
3	The suitability of the material with the learning objectives	5	4	4.5
4	The truth of facts and concepts	5	4	4.5
5	Clarity of material	5	5	5

	delivery			
6	Systematic delivery of material	4	4	4
7	Completeness of material	4	4	4
8	Winning material	5	4	4.5
9	Content text are relevant to the material and explore the daily lives of students to get used to the type of text, especially in terms of the content of the message.	4	4	4
Mean		4.3		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.3. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

b) Language Feasibility

Table 19: The Language Feasibility of Chapter 4

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Conformity with the development of students	4	4	4
2	The density of the use of terms and symbols / symbols	4	4	4
3	Clarity in the use of words and language	4	4	4
4	Coherence and mindset grooves	4	4	4
5	The ability to stimulate motivation	5	4	4.5
Mean		4.1		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.1. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

c) Feasibility of Presentation

Table 20: The Feasibility Presentation of Chapter 4

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	Material contains guidance so that students produce text oral and / or written to achieve social functions that are relevant to the type of text in question in a guided manner.	5	5	5
2	Display images, tables and symbols	4	5	4.5
3	Presentation of material in accordance with the systematic writing	4	5	4.5
Mean		4.7		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.7 . Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

d) Feasibility Worthiness of Graphic

Table 21: The Feasibility Worthiness Graphic of Chapter 4

No	Components	Score		
		Expert judgment	English teacher	\bar{x}
1	The Use of letters	5	4	4.5
2	The book size is in accordance with existing textbook standards	5	4	4.5
3	Placement of layout elements is consistent based on the pattern (title, subtitle, illustration)	5	4	4.5
4	The distance between paragraphs is clear and there are no widows or	5	4	4.5

	orphans			
5	Proportional print and margin fields	5	4	4.5
6	Adjacent two-page margins	5	4	4.5
7	The shape, color and size of the layout elements are in accordance. Illustration can describe the material / teaching material	5	4	4.5
8	Illustrations can illustrate the content / teaching material	4	4	4
Mean		4.4		

Based on the table above, it shows the mean from expert judgment and English teacher are 4.4. Based on the qualitative data conversion it shows that the scale of interval ≥ 3.28 or "very good" score. so the score is "very good". In this components aspect there is no comments from the expert judgment.

3. The Students Assessment

The Students of VIII C at SMP Negeri 2 Martapura Timur as the subjects to field research trials in developing English reading material books. Student responses to the media feasibility assessment sheet aim to determine the feasibility and assessment of the book in terms of the material and the media.

There are several aspects of assessment, namely: aspects of content worthiness, language feasibility, presentation, and graphic. The summary results of the student assessment conducted in July 2020 are as follows:

Table 22 : The assessment from students.

No	Components	The Scale number with total answer per item by students				
		5	4	3	2	1
Feasibility of Content						
1	Clarity of material delivery	11	10	1	0	0
2	Systematic delivery of material	5	14	3	0	0
3	Completeness of material	9	10	3	0	0
4	Interisiting material book	13	9	0	0	0
5	The topic material that i	5	14	3	0	0

	like					
6	Task or exercise easy to understand	15	5	2	0	0
Language Feasibility						
7	Clarity in the use of words and language	7	12	3	0	0
8	The ability to stimulate motivation	5	16	1	0	0
Feasibility of Presentation						
9	Material contains guidance so that students produce text oral and / or written to achieve social functions that are relevant to the type of text in question in a guided manner.	9	10	3	0	0
10	Presentation is fun and interisiting (for example there are listening section)	15	6	1	0	0
Feasibility Worthiness of Graphic						
11	The Use of letters is standard	14	6	2	0	0
Mean : 4.2						

Based on the table above, it shows summary results of some questions answered by students, for clearer results can be seen in Appendix C. Based on the calculation results, an average grade of 4.2 is obtained. Based on the conversion of qualitative data, it appears that the interval scale ≥ 3.28 or "very good" scores. So the score is "very good". Then, it can be obtained that the development of the book has received a positive response from students.

B. Discussion

The development of reading material book in English consists of five steps namely ADDIE or *analysis, design, development, implementation and evaluation*.

with the format of the preparation of textbooks. The book is designed with an attractive appearance and easy to understand language that contains material as well as integrated or interconnected practice questions. On this design phase the researcher writes the course grid learning design, for more details can be seen in appendix C. The third is the development stage, reading material production is carried out which will be used in learning. Book production starts from printing and binding.

Then, the third step is development. English reading materials dealing with the learners' needs and the goals and objectives of the course. Then, the researcher organized the materials. After that, the researcher validated

the materials to experts and English teacher to make sure whether the materials match to the students' needs as well as the goals and objectives of the course or not. From the results of expert judgment validation, it can be seen that the materials developed were valid and appropriate for the learners.

From the result, we can conclude that :

- The mean feasibility of Content on chapter 1-4 is very good. It is shown from the mean is 3.7 as the minimum score and 4.4 as the maximum score.
- The mean of language feasibility on chapter 1-4 is very good. It is shown from the mean is 4 as the minimum score and 4.3 as the maximum score.
- The mean feasibility of presentation on chapter 1-4 is very good. It is shown from the mean is 4.7 as the minimum score and 4.8 as the maximum score.
- The mean feasibility worthiness of graphic on chapter 1-4 is very good. It is shown from the mean is 4.4 as the minimum score and 4.9 as the maximum score.

After getting a positive response from the validation expert and the English teacher, the reading of the material book product will be implemented in the real learning or teaching. At this point, the researcher distributes the results of the book to the students. Then, the researchers distributed the validation questionnaire to the students. An Table 26 it showed that an average value of 4.2 was obtained. Based on the conversion of qualitative data, it appears that the interval scale ≥ 3.28 or "very good" scores. The score is therefore "very good". Then, it can be seen that the development of books received positive responses from students.

After receiving an evaluation from a validation expert, an English teacher, and students, the researcher will re-evaluate the book based on the suggestion and the lowest score obtained.

2. Limitations of Development

Limitations of developing English reading material book include:

- 1) There are only 4 chapters developed in the book.
- 2) There are several exercises in the book which have not been validated so the quality has not been tested.
- 3) Development research is limited to one school.
- 4) At the stage of implementation is not optimal because the learning process via online, unable to explain and share books directly in the classroom.

4. CLOSING

Based on the results of development research, it can be concluded that the development of reading material for the media takes place in 5 stages, namely:

- a. Analysis is the first step in development research by performing an analysis of the curriculum, student needs, English subjects and formulating goals.

- b. Design is the media design phase of English reading books which will be developed as drafts and lesson plans.
- c. Development is the stage of producing products that will be developed from book production, instrument evaluation, expert validation and reviews.
- d. Implementation is a phase of book testing that would have been carried out by experts on the subject of field testing.
- e. Evaluation is a measurement step. the researcher re-evaluated the book based on the lowest suggestion and score.

2. Based on the students need analysis, conclusion of the study can be drawn as follows:

- a. The target need of student

In term of target needs, the students reading strategy in reading skill is to plan the ways to understand the text.

- b. The Learning need

The learning needs of the learners were the input, activity, setting, learners' role, and teacher's role.

The lengths of the texts for input are 100 words - 150 words for reading, while the length of the text writing input consist of 50 words - 100 words.

In doing the activities, students do the activities in groups and by themselves and become as participants who respond explanation or question from teacher. In the activities, teacher is the facilitator and controller in the class.

In the reading activity students prefer to analyze the meaning of certain words. In writing activity students prefer to writing text that is similar to the example or according to the input given by the teacher and in listening activity students prefer to answer questions based on spoken text recorded in multiple choice form and to complete paragraphs based on spoken text that is heard.

3. The feasibility of reading books based on the evaluations of the validation expert, English teacher for suitability of content, language, presentation and graphics is very good. It is shown from the mean is 4 as the minimum score and 4.9 as the maximum score.
4. The feasibility of reading books based on the evaluations of students for suitability of content, language, presentation and graphics is very good. It is shown from the mean is 4.2.

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