

# INTEGRATING EDUCATION CHARACTER INTO READING MATERIALS IN TARBIYAH AND TEACHERS' TRAINING FACULTY OF IAIN PONOROGO

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## ABSTRACT

*This research and development (RnD) aimed at developing reading materials in basic reading course for second semester students of English Department of IAIN Ponorogo. This study used ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model proposed by Florida State University. To collect the data, questionnaire, observation sheets, interview, and test applied. The need analysis conducted by distributing questionnaire to the students and delivering interview to the head of the English Department. The result of need analysis indicates that the students and the head of English department are agreed to integrate character education into reading materials. The education character that are integrated in the reading materials are religiosity, honesty, tolerance, discipline, creativity, curiosity, and fond of reading.*

**Keywords:** *Character Education; Reading Materials*

## INTRODUCTION

Reading is the most important skill out of three other skills (listening, speaking, and writing) that must be mastered by language learners. David Nunan said "Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to be mastered in order to insure success not only in learning English but in learning any content class where reading in English is required".<sup>1</sup>

Reading is a wonderful habit that can bring many benefits. One of the benefits is broaden the information. Reading can also be seen as an "interactive" process between the reader and the text which leads to automaticity.<sup>2</sup> In this process, the readers need to do intensive reading in order to raise the automaticity in understanding the passage.

Regarding the importance of reading, curriculum of IAIN Ponorogo provided the students with four kinds of reading subjects. In the first semester, the students get reading in intensive course. The next semester, the students are provided with basic reading. The students provided the intermediate reading in the third semester. The fourth semester, the students receive extensive reading. Each of the reading subjects occupied two credits.

The teaching of basic reading meets some problems that need to be considered. The problem is the availability of the textbook, whereas textbook has primary role in teaching learning process in classroom. It is because the teachers still heavily depend on the textbook, and they believe that textbook can help the students to understand the material. Textbook as main source is often used for an effective tool in teaching learning activity.

The existence of textbook gives some advantages to teaching-learning process. There are some benefits of textbook, according to Hutchinson and Torres, textbook is seen as agent of

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<sup>1</sup> David Nunan, *Practical English Language Teaching*, first ed., (Singapore: McGraw Hill, 2003), 69.

<sup>2</sup> Hesham Suleiman, *Teaching Reading Comprehension to ESL/EFL learners*, *Journal Education*, 5 (September, 2005), 2.

change.<sup>3</sup> They stated further that textbook is an almost that universal element of ELT. No teaching-learning further situation, it seems, is complete until it has relevant book. Another expert such as Jack C. Richards stated that textbook are key component in most language program.<sup>4</sup> For teacher, textbooks or course books either required or supplementary provide content and teaching-learning activities, which shape much of what happen in the classroom said Celce-Murcia.<sup>5</sup> Furthermore, Dawn Garinger views a textbook can serve different purpose for teacher: as a core resource, as a source of supplemental material, as for inspiration for classroom activities, even as the curriculum itself.<sup>6</sup>

The textbook which is used by lecturer in basic reading is adopted from another country which, sometimes, does not fit with education character of Indonesia.

The importance of integrating education character into basic reading materials begin from the reality of national problems. For example: the shifting of moral and ethical values, the degenerating of the awareness of cultural values, the treating of disintegration of nation, the weakening of the national independence.<sup>7</sup>

Education character aims to develop the ability and shape the dignified character and civilization. The specific functions of education character are: 1) shaping and building the citizens' potency; 2) repairing and strengthening; and filtering.

According to Superintendent John Walko that caharacter education is not something new to add your plate it is the plate!"<sup>8</sup> It means character education is not something which adds in the education but it is something in the people which must be built in society especially in scope of education. So, character education that should be emphasized not only on the teaching and learning process but also in the learning materials.

Based on a book published by Pusat Kurikulum Pengembangan dan Pendidikan Budaya & Karakter Bangsa: *Pedoman Sekolah* there are 18 education character namely: (1) Religiosity, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creativity (7) Independent, (8) Democracy (9) Curiosity, (10) Nationality, (11) Patriotism, (12) Achievement Orientation, (13) Friendship or Communication, (14) Love of Peace, (15) Fondness for reading, (16) Environment awareness (17) Social Care, (18) Responsibility.<sup>9</sup>

The objective of this study is developing reading materials that integrated to education character that suit to the Indonesian students' need. the result of this study is expected to be useful for the students and lecturers.

## REVIEW OF RELATED LITERATURE

### Reading

#### The Nature of Reading

According to Daniel Hittlemen, there are many definitions of "reading" presented by the experts. However, there must not be the worthiest sense. "Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author."

<sup>3</sup> Nur Setyorini, Joko Nurkamto, and Sumardi, "Analysis of Textbook Used at An English Course ( A Case Study at an English Course in Pare Kediri," *Digilid UNS*, n.d., 2.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Mansur Ramly, *pedoman pelaksanaan pendidikan karakter berdasarkan pengalaman di satuan pendidikan rintisan* (Jakarta: 2011), 1.

<sup>8</sup> Ibid.

<sup>9</sup> Fasli Jalal, Mansur Ramly, and Diah Harianti, *Panduan Pelaksanaan Pendidikan Karakter*, 2011, 8.

“Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author.”<sup>10</sup>

According to Allington (in Dallman), “Reading is a basic life skill. It is a cornerstone for a child’s success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost”.<sup>11</sup>

According to Emerald Dechant, “Reading is a part of language skills. It is closely linked to other skills such as speaking, writing, and listening. These language skill cannot be separated each other. The important being reading is comprehension of the text beside the knowledge of letters and punctuation, reader need the skill to comprehend a text. This is intended to encourage students to enjoy reading and have a comprehension skill of reading.”<sup>12</sup>

### The Skills in Reading

Reading is either hard or easy, a person makes it.<sup>13</sup> So people need to know what the basic skills of reading are. There are some basic skills of writing such as:

a. Skimming

Skimming is reading text to get the general idea of a passage. For example, most readers are able to read a newspaper headline and the first paragraph or two to determine what it is about.

b. Scanning

Successful readers can scan things they read to locate facts or specific information.

For example, to locate a number in the phone book or a file from a list on a computer screen.

c. Reading Comprehension

The reader read to understand the total meaning of a passage.

d. Critical reading

Its requires that readers evaluate what they read, considering, whether or not they share the author’s point of view or are convinced by the authors argument or position.

e. Reading extensively

The reader reads broadly in areas interest, such as mystery novels, or in a field of study, such as history or cooking.<sup>14</sup>

### Teaching Basic Reading at IAIN Ponorogo

In general, basic reading is directed to help the students develop their reading skills so that they can get an ease in understanding information from any texts they read. Students are expected to read a lot in order to absorb as much as information they need. As a result the teacher has to teach good reading strategies and provide good reading materials.

According to the Indonesian Qualification Framework (KKNI) of IAIN Ponorogo, the students take basic reading course in second semester. The total credit for Basic Reading at IAIN Ponorogo is 2. As a prerequisite subject, students have to pass intensive course in the first semester.

The teaching of Basic Reading at IAIN Ponorogo has a main purpose to give the English skill to the students, specifically in order that they can understand and comprehend English

<sup>10</sup> Dallman, M. et.al. *The Teaching of Reading*. (New York: Colledge Publising, 1982), 54

<sup>11</sup> Richard A. Allington. 1998. *Teaching Struggling Readers*.

<sup>12</sup> Emerald V. Dechant. 1982. *Improving the Teaching of Reading. Third edition*. (New Jersey: Prentice Hall, 1982)

<sup>13</sup> Beatrice S. Mickulecky & Linda Jeffries. 1996. *More Reading Power*. (England: Eddison-Wesley, 1996) 15.

<sup>14</sup> *Ibid*, 200

textbooks. Furthermore, by having enough skills in understanding the text, it will lead them into automaticity.

### **Material Development**

The success of instruction is often determined by the availability of material. Material may refer to any sources or information which can be used to write a book. They can come from literature, songs, newspapers, magazines, non-fiction books, radios and television programmers and from films. The use of material should take suitability into consideration in this case learners, teachers, and situation. Besides that, it should meet some criteria before it is used. In the situation like the one which exist at English department, IAIN Ponorogo, where there is no suitability between the materials and the students' need, improvement is needed.

Borg and Gall states that material development has its root in the strategy for developing educational product of proven effectiveness which is called educational research and development or sometimes it is contracted into R&D.<sup>15</sup> He further states that R&D is a process used to develop and validate educational products. In relation to developing the materials, the process consists of some stages to be followed. The stages are: need assessment, reference study, material development, validation and try out.

In order to be able to develop the material which can improve the existing condition, there is a need to consider some functions of the material. There are some functions of the material according to Hutchinson and Waters, they are: providing a stimulus to learning, helping organize the teaching and learning process, embodying a view of the nature of language and learning and providing model of correct and appropriate language use.

### **Character Education**

#### **Definition of Character Education**

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. Character education integrates positive values into each aspect of school activities and it can be applied in pedagogical aspect. Lickona suggests that character values are implanted through curriculums or programs.<sup>16</sup>

Tantra states that there are four reasons why character building should be integrated in education. First, education is an effective process to develop character. It is widely agreed that the character building should be started from the family, and then school and also environment. Education in the family is the fundamental education to develop a child with good character building. Education in the school will also be developed to strengthen the good character building which child has from the family and in the environment, child will have a chance to implement the good character building in daily life interaction. Second, education is a long term process. It means that education is stated from child till died. Character building should be learned from a child. It is also supported by "World fit for children 2002". One of the goals is to teach character stated from child. Third, by educating character building beliefs to avoid bad character. Education is not only to develop intellectual quotient, but also develop emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. Through education based on character building the students will have opportunity to develop their potentials become optimal. And the fourth is through education, the character building can be thought to the teachers, students and all of the steak holders of the school.<sup>17</sup>

<sup>15</sup> W Borg and M.D. Gall. *Educational Research: An Introduction*. (New York: Longman, inc). 1983.

<sup>16</sup> Fajar Soniawan, "Character Education Analysis Of 2013 Curriculum English Textbook Entitled 'Bahasa Inggris' For Eleventh Graders Of Senior High School" 1, no. 1 (2012): 2.

<sup>17</sup> I Made Suardana, "Developing Character Based English Materilas for The Ninth Students Of Junior High School In SMP Negeri 1 Petang," n.d., 2.

Character education has some benefits to develop good character and attitude such as:<sup>18</sup>

- a. It promotes character development through the exploration of ethical issues across the curriculum.
- b. It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.
- c. It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear, and violence, and are more conducive to learning.

### 1. The Objectives, Function and Media of Character Education

The aims of character education to develop the values that shape the character of the nation that is Pancasila, include:<sup>19</sup>

- a. develop students' potentials to be a good-hearted man, good thoughts, and behave well;
- b. build a nation of character Pancasila;
- c. develop the potential for citizens to have an attitude of confidence, proud of their state and nation as well as the love of mankind.

While the function Character education is

- a. build a multicultural national life;
- b. build a civilization of intelligent, cultured noble, and capable of contributing to the development of the human race; developing the potential of the base in order to be good, good thoughts, and good behavior and exemplary good;
- c. to build attitude of the citizens who love peace, creative, independent, and able to coexist with other nations in a harmony.<sup>20</sup>

Character education is done through a variety of media, the family, the education, community, government, business, and social media.<sup>21</sup>

### 2. Components of Character Education

There are some components in character education, they are:<sup>22</sup>

- a. Community participation. Have educators, parents, students, and members of the community invest themselves in a consensus-building process to discover common ground that is essential for long-term success.
- b. Character education policy. Make character education a part of your philosophy, goal or mission statement by adopting a formal policy. Don't just say it—put it in writing.
- c. Defined traits. Have a meeting of parents, teachers and community representatives and use consensus to get agreement on which character traits to reinforce and what definitions to use. Formally state what your school means by “courage” or “perseverance” before they are discussed with students. (The suggested traits listed in the Student Citizen Act might be a great place to start.)
- d. Integrated curriculum. Make character education integral to the curriculum at all grade levels. Take the traits you have chosen and connect them to classroom lessons, so students see how a trait might figure into a story or be part of a science experiment or how it might affect them. Make these traits a part of every class and every subject.

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<sup>18</sup> Charlie Abourjilie, *Character Education: Informational Handbook and Guide II for Support and Implementation of The Students Citizen Act of 2001 (Character and Civic Education)*, 3.

<sup>19</sup> Fasli Jalal, Mansur Ramly, and Diah Harianti, *Panduan Pelaksanaan Pendidikan Karakter*, 7.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Charlie Abourjilie, *Character Education: Informational Handbook and Guide II for Support and Implementation of The Students Citizen Act of 2001 (Character and Civic Education)*, 4.

- e. **Experiential learning.** Allow your students to see the trait in action, experience it and express it. Include community-based, real-world experiences in your curriculum that illustrate character traits (e.g., service learning, cooperative learning and peer mentoring). Allow time for discussion and reflection.
- f. **Evaluation.** Evaluate character education from two perspectives: (1) Is the program affecting positive changes in student behavior, academic achievement and cognitive understanding of the traits? (2) Is the implementation process providing the tools and support teachers need?
- g. **Adult role models.** Children “learn what they live,” so it is important that adults demonstrate positive character traits at home, school and in the community. If adults do not model the behavior they teach, the entire program will fail.
- h. **Staff development.** Provide development and training time for your staff so that they can create and implement character education on an ongoing basis. Include time for discussion and understanding of both the process and the programs, as well as for the creation of lesson plans and curricula.
- i. **Student involvement.** Involve students in age-appropriate activities and allow them to connect character education to their learning, decision-making and personal goals as you integrate the process into their school.
- j. **Sustaining the program.** The character education program is sustained and renewed through implementation of the first nine elements, with particular attention to a high level of commitment from the top: adequate funding; support for district coordination staff; high quality and ongoing professional development; and a networking and support system for teachers who are implementing the program.

### 3. The Character Values in National Education

Lickona suggests that character values are implanted through curriculums or programs. Actually education so far has been developing and implementing the values to build the character through the operational programs of educational.<sup>23</sup>

Based in Undang – Undang Sisdiknas No. 20 Tahun 2003 there are 18 character education must be implement in all aspect in character education curriculum, it also must be implement in textbook of character education curriculum.

The implementation of character education in the school has identified 18 values derived from religion, Pancasila, culture, and national education goals, namely: <sup>24</sup>

- |                |                                |
|----------------|--------------------------------|
| a. Religiosity | j. Nationality                 |
| b. Honesty     | k. Patriotism                  |
| c. Tolerance   | l. Achievement Orientation     |
| d. Discipline  | m. Friendship or Communication |
| e. Hard work   | n. Love of Peace               |
| f. Creativity  | o. Fondness for reading        |
| g. Independent | p. Environment awareness       |
| h. Democracy   | q. Social Care                 |
| i. Curiosity   | r. Responsibility              |

<sup>23</sup> Fajar Soniawan, “Character Education Analysis Of 2013 Curriculum English Textbook Entitled ‘Bahasa Inggris’ For Eleventh Graders Of Senior High School,” 2.

<sup>24</sup> Fasli Jalal, Mansur Ramly, and Diah Harianti, *Panduan Pelaksanaan Pendidikan Karakter*, 8.

#### 4. Criteria of a Good Materials

Materials are defined as anything used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard; anything which presents or informs about the language being learned.<sup>25</sup>

According to Howard and Major, there are ten guidance in developing material for ESL students. They are English language teaching materials should be contextualized; materials should stimulate interaction and be generative in terms of language; English language teaching material should encourage learners to develop learning skills and strategies; English language teaching material should allow for a focus on form as well as function; English language teaching material should offer opportunities for integrated language use; English language teaching material should be authentic; English language teaching material should link to each other to develop a progression of skills, understanding, and language use; English language teaching material should be attractive; English language teaching material should have appropriate instructions; English language teaching material should be flexible.<sup>26</sup>

#### PREVIOUS RESEARCH

There are many research and articles deals with developing reading materials. Two of them are:

The first is the thesis written by Muchamad Zaenuri from University of Malang. The title of the thesis is *Developing EFL Listening Materials for the Students of the Seventh Grade of MTs Negeri Mojokerto*. The objective of the thesis was to develop the EFL listening materials for the students of the seventh grade in the first and second semesters. The procedure of the study was conducting needs survey, developing materials, experts and teachers validation, revising, trying out the materials, revising, and getting the final product.<sup>27</sup>

Second research conducted by Ribahan in 2008 by the title *Developing Reading Comprehension Materials for Students of Economic Department State Institute of Islamic Studies Mataram*. He interested in conducted the research since in IAIN Mataram there were no an appropriate reading material for the students. The existing material was not in accordance with the needs and characteristics of the students. Concerning the problem above, a set of suitable instructional material for the students of Economic Department needs to be developed.<sup>28</sup>

The differences between the previous research and this research are: the first previous study aimed at developing listening materials in an Islamic junior high school and the second study was developing English material for Economic Department. The similarity between the previous studies and this research is in term of developing English material.

#### RESEARCH METHOD

##### Setting and Subject of the Study

The general setting of this study was the state institute of Islamic studies (IAIN) Ponorogo. IAIN Ponorogo is located at Jl. Pramuka 156 Ponorogo. There are four faculties in this institute: *Fakultas Tarbiyah dan Keguruan*, *Fakultas Syari'ah*, *Fakultas Ushuluddin*, and *Fakultas Ekonomi dan Bisnis Islam*. This study was conducted in Tarbiyah and Teacher's Training Faculty.

<sup>25</sup> Brian Tomlinson. *Materials Development in Language Teaching*. U.K.: Cambridge University Press. 1998

<sup>26</sup> Jocelyn Howard and Jae Major. *Guidelines for designing Effective English Language Teaching Materials*. 2005

<sup>27</sup> Muchamad Zaenuri, *Developing EFL Listening Materials for the Students of Seven Grade of MTs Negeri Mojokerto*. Unpublished thesis. Malang: PPS UM. 2008.

<sup>28</sup> Ribahan, *Developing Reading Comprehension Materials for Students of Economic Department State Institute of Islamic Studies Mataram*. Unpublished Thesis. Malang: PPS UM. 2008.

The subject of this study was the second semester of English Department. The second semester was chosen because they get basic reading course and the availability of the textbook doesn't fit with their needs.

The object of this study was reading material. The content of the material was about education character which is needed by Indonesian students.

### **Research Procedure**

This research procedure adapting ADDIE model of development. the development model consist of five step that include analysis, design, development, implementation, and evaluation. However this research was restricted till implementation only. ADDIE developed by State Florida University to design a learning system.

### **Data Collection and Analysis**

Generally, there were 4 methods of data collection used in this study; observation, interview, questionnaire, and test. Meanwhile, the instruments used were observation sheet, interview guide, checklist, questionnaire, scoring rubric, and tests.

In this study, the data had been analyzed descriptively. The data obtained from observation, interview, and document study conducted in preliminary observation had been described qualitatively to know the problem faced in real situation. The results of checklist for students were described quantitatively.

It was continued by analyzing the data from syllabus analysis. Those data were then described qualitatively in order to know the basic competence and objectives of the course of basic reading for second semester.

## **RESEARCH FINDINGS**

### **The Result of Need Analysis**

The study was conducted by implementing the need analysis to know the student's potency, the problems faced by the students' and the education character that should be integrated in the reading materials. The result of the need analysis shows that 87.76 % of the students agree to develop reading materials that are up to date and integrated to education character.

The result of the interview with the lecturer and a head of English department, the reading materials for basic reading course in English Department needs to be up dated dealing with the Indonesian issues. It supports the presidential decree number 87 year 2017 about the strengthening of education character.

The data on the questionnaire also demonstrated that the reading materials should include more exercises, around 7-8 exercises in every skill. The number of students who agreed with this was 67 %. In the students' opinion, the excessive exercises were necessary to be added in the materials because they expect to be able to understand about the application of the skills in the text or advertisement. The data on the result of interview with the head of English Department also showed that it was important to include many exercises to make the students in accustomed to the variety of the text.

Furthermore, the data showed that 83% of the students expected to get the picture or the illustration in the text. They think that the existence of the picture makes them interested to read the text and make them easier to understand about the passage. The students' opinion is also supported by the English lecturer who said that the text should be supported by the existence of the picture to ease the students in comprehending the passage.

### **Draft of Material Development**

Taking the result of the needs analysis into consideration, the first draft of the material was developed. The materials were developed in the form of a textbook containing reading texts and tasks designed for the second semester students of English Department at IAIN Ponorogo. The materials in the textbook were developed to provide the students with the knowledge of comprehending English textbooks and journals and to introduce to the students English grammatical structures. Besides, the materials were intended to enrich the student's knowledge in their field of study.

The first thing to do in the process of developing the materials was to formulate the objectives of learning. After the objectives had been formulated, the content of the materials was selected. Regarding to this, the content of the materials was taken from a number of sources especially those that were related to the student's major need i.e. character education. The following thing to do was to organize the tasks or activities for each of the materials. The tasks were presented in such an integrative way that the students were able to actively participate in the learning teaching process.

The materials were divided into six units based on the skills, namely: Scanning, Previewing and Predicting, vocabulary knowledge for effective reading, topics, topics of paragraph, main ideas, patterns of organization, skimming, making inferences and summarizing. Each skill consists of five up to eight sections.

By presenting specific topics to be learned and dividing the topics into units and sections as described above, it is expected that the materials can represent the needs of the students and fulfill what the students actually need to learn as well as they are able to encourage the students to learn English. On the other hand, with the exploitation of the texts into integrated skill tasks in each unit, there will be a great chance for the students to do various activities and to improve their knowledge in the four skills of English. Finally, the presentation of grammar review and grammar tasks in each unit will give a chance to the students to learn the model of language use.

### **The Result of Expert Validation**

After the first draft of the material was developed, the material evaluated by the experts. Based on the evaluation done by the expert, the developed materials have some good and bad points. The first good point is related to the physical appearance of the materials: letters, typing, spacing, and layout of the materials. The expert thought that the physical appearances of the materials are attractive, clear, neat, and appropriate for their level. The next good point identified by the expert is related to the organization of the materials. She considered that the organization of the materials were attractive.

### **The Result of Try Out Developed Material**

The try-out of the developed materials was held by involving the students of English Department of IAIN Ponorogo to fill the questionnaires that had been prepared before. With respect to this, twenty students of English Department were engaged in the try-out class. At the end of the try-out, they were given questionnaires to evaluate as well as to give comments and suggestions on the developed materials and the data obtained from the result of questionnaire were used to make revision.

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

In terms of the organization of the materials both the students and the colleague lecturer said it was attractive and it was appropriately organized in the form of units and sections. The

lecturer also said that the organization of the materials was logical in terms of tasks order. About the instructional objectives on the materials, the students stated that they were clear, they could be understood and they were suitable to the needs of the students. The students also stated that they were appropriately stated and ordered.

Regarding the topics, list of vocabulary, and the texts presented on the draft, the students found that the topics were interesting, various and up-to-date, since they were appropriate to their needs and interest and relevant to their content subject. This opinion was also supported by the lecturer who found the same things on the topics presented.

Concerning the directions, the coverage of the materials, and the content of the materials, the students and the lecturer had the same opinion that the directions were clear, appropriate, and comprehensible. The clarity of the instruction that precede each task helped the students follow and do the tasks on the material. The coverage of the materials according to the students was relevant and suitable to their needs and interest. In addition, the lecturer considered that the coverage of the materials had represented the aspects which could help the students develop their reading skill. About the content of the materials, both the students and the lecturer considered that the content of the materials was clear, relevant, and suitable. So far, the colleague lecturer said that it was logically ordered, it directly related to the objectives of the instruction and it could be understood by the students.

For the language used on the materials, the students and the lecturer had the same opinion that the language was clear, suitable to the level of the students, and it could be understood by the students. In addition, the lecturer stated that the language could become a model of the correct and meaningful grammatical structures.

### **The Revision of Tried out Materials**

A revision was still considered necessary because there were some mistakes or drawbacks found on the materials. The revision of the tried-out materials was based on the data collected during the try-out process. By doing a revision, it is expected that the materials become more appropriate, suitable, comprehensible to the students, and they could fulfill the needs of the students of English Department at IAIN Ponorogo. It is also expected that the materials could encourage the students in their attempt to master English and the implementation of the materials would not cause any troubles for the students as well as for the lecturers. Based on the data collected during the try-out process, the developed material still had some bad points or weaknesses that need to be revised. The first revision was to improve the physical appearances of the materials. The original materials were not very clear because some words were blurred and unreadable. The second revision was to complete the typing of the materials. There were some missing words in the typing of the original materials. The third was to revise comprehension questions. Some questions were not clear and rather difficult to understand by the students; therefore, they need to be modified. The last was to add the chart in unit 5, section 3 with lines. They were not complete yet.

### **Final Product**

After the materials had been revised, the development of the materials in this study resulted in the final product which was in the form of reading comprehension materials for the students of English Department at IAIN Ponorogo. The materials were developed on the basis of the data collected from the analysis of the needs of the students and revision was made based on the data collected from the experts during the validation process, the students and the colleague lecturer during the try-out process which is expected to help the students to learn English.

Finally, the materials were still possible to be revised, if some weaknesses are found in its real implementation.

## CLOSING

This study deals with developing basic reading materials for the students of English Department of IAIN Ponorogo aiming to provide an alternative material to cope with the problems of English learning and teaching at English Department IAIN Ponorogo especially in intensive course.

The materials are expected to overcome the present problem at IAIN Ponorogo namely lack of suitable materials which hopefully can improve the proficiency of the students in reading.

The development of materials in this study adopts the principles suggested by Dick and Carey, starting with needs analysis and ending with judgment and revision of the material using certain procedures. The materials are developed based on the needs and interest of the students of English Department at IAIN Ponorogo, so that it is considered as appropriate, suitable, and applicable for the students.

The topics presented on the materials are selected from the students' major problem namely character education. The chosen character based on the result of the questionnaire delivered to the students. From the distributed questionnaire found that The education character that are integrated in the reading materials are religiosity, honesty, tolerance, discipline, creativity, curiosity, and fond of reading.

The texts on the material are exploited into six chapters and each chapter consists of several tasks that enable the students to develop their reading that lead to the mastery of language.

The developed materials have some strengths and weaknesses. The weaknesses of the materials have been revised based on the evaluation, comments and suggestions in the expert validation and in the try-out process.

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