Developing a Model of Islamic Educational Studies based Reading Comprehension Instructional Material through Schema Theory Approach for Tarbiyah Students of IAIN of Bengkulu

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Abstract

Research in developing a model of English instructional materials in accordance with the students' characteristics of any State Institute for Islamic Studies like STAIN , IAIN and UIN under the Ministry of Religious Affairs of RI in Indonesia has not been done. Therefore, the objective of this research is to develop Islamic educational studies based English instructional material through schema theory approach . The research method was done following Borg and Gall model. Test subjects in the study were all the third semester students of PAI and PGMI department of Tarbiyah Faculty of IAIN Bengkulu in academic year 2013/2014. To evaluate the quality of the instructional material model developed by the researcher were used instrument adiminstered to the expert of teaching material, the expert of media and the English lecturers of IAIN of Bengkulu. Analysis of the data includes: qualitative and quantitative analysis. The results showed: English instructional material of IAIN Bengkulu currently used as a handbook for lecturers and students is not in accordance with the students' characteristics of Tarbiyah Faculty, the instructional material model developed by the researcher is in appropriate (good) quality, and and positive response from students' perception.

Key word: *model, Islamic studies, schema theory*

Background of Research Problem

The main objective of teaching English I, II and III as General Basic Course (MKDU) based on the course syllabus of Tarbiyah Faculty of IAIN Bengkulu is that students have the ability to comprehend English reading text, English vocabulary and English grammar. Generally, it can be seen that any topic of discussion in all English instructional materials used as text books in teaching English I, II. And III for the students of STAIN, IAIN, and UIN in Indonesia is always started with the reading text followed by some English vocabulary contained in the reading text and then it must be translated into Indonesian. Further discussion of the material is the discussion on grammar with the examples of grammatical sentences written in the previous reading text.

Based on the observation and interview with the English lecturers of IAIN Bengkulu, the researcher found that teaching reading comprehension needs a lot of time because of the students' difficulty in comprehending the English text and thus it is required a long time to comprehend the reading text while the time allocation for the discussion of other parts such as the discussion of grammar is not comparable to the time allocation for the reading comprehension discussion. The students' difficulty in comrehending the English reading text could be observed when they were asked to discuss the reading text they have read, they are mostly silent only and if they comprehended it, their comprehension is very limited about the content of the reading text.

In learning process, the reading comprehension ability is the key for the students to get success. Most of the students obtain knowledge through reading activities. The knowledge gained by the students is not only derived from the process of teaching and learning at their campus, but it also gained through the activity of reading in everyday life. Therefore, the ability

to comprehend the reading texts is an important part in increasing the students' knowledge and experinece. According to Farr (1984:5), reading is the heart of education. The importance of reading activities as stated by Farr suggests that reading is a source of activity to acquire knowledge because by reading one can make the process of learning and reasoning.

The same view as farr was also stated by Dupuis (1992:17) who stated that reading is a primary source of information in a learning situation because the information obtained from this activity can broaden the readers' horizon of knowledge. Sharon (2002) as quoted by Abdillah (2003:1-2) states that 70 % -95 % of any teaching and learning activity in the classroom depends on written texts such as textbooks. Therefore, the students must be a good reader in order to comprehend what they read in the text.

Nowsday, the situation in teaching MKDU English course at IAIN Bengkulu based on the researcher's observations found: (1) many lecturers rely more on textbooks or instructional materials prepared by other lecturers, (2) the lecturers are less aware of the importance of instructional material preparation in accordance with their students' need, and (3) many lecturers haven't understood yet about the mechanism and technique on how to design and develop their instructional materials properly. The absence of English instructional material appropriate to the students' needs, especially students of non English Department of Tarbiyah Faculty at IAIN of Bengkulu is due to the lack of comprehensive study of the developing English teaching materials based educational Islamic studies with scientific instructional material design theories.

The developed instructional materials based on the instructional design theories play a very significant role in creating conducive teaching and learning process. At least, there are three reasons why the teaching material has a central position, namely (1) serving as a representation of teachers, (2) as a means of achieving learning goals, and (3) the optimization of service to learners (Zulkarnaini, 2009:5). Basically, MKDU English instructional material at IAIN of Bengkulu was published by Language Development Centre of IAIN of Bengkulu consisting of textbooks: English I, II, and III in which the revised content from English for General Purpose (ESP) into ESP approch based on Islamic studies Reading Texts, but the preparation of those English textbooks were merely compilations without doing students' need analysis and a variety of systemic and systematic process. It can not reach the real what students' need so those English instructional materials are delivered tend not to attract the learners' interest.

By analyzing the research problems as explained above, the researcher was interested in doing a research entitle "Developing a model of Islamic educational studies based English reading instructional material through schema theory for for the students of Islamic Religious Education (Pendidikan Agama Islam/PAI) and the students of Education for Madrasah Ibtidaiyah Teachers (Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Department of Tarbiyah Faculty of IAIN of Bengkulu. The developed instructional material was focused on English II course and provided for PAI and PGMI students' in semester III in academic years 2013-2014. There are three research questions raised in this study: (1) how is the perception of the third semester students of PAI and PGMI Department towards the English text book used as English teaching material now?, (2) how is the quality of the model of instructional material developed by the researcher according to the expert of teaching material, the expert of media, and English lecturers of IAIN of Bengkulu, and (3) how is the student 's response to the model of Islamic educational studies based reading instructional material developed by the researcher?.

The definition of instructional materials according Pannen in Belawati et al (2003:13) are materials or subject matter systematically arranged used by teachers and students in the learning and teacfhing process. Examples of such teaching material as textbooks, modules, movies, transparency (OHT), audio cassette programs, and video programs. In this study, the teaching material is intended textbook teaching material type. The Instructional material developed in this study was evaluated by an expert validation covering material expert, media expert, and English lecturer of IAIN of Bengkulu.

The activity of reading is a factor that determines the success for anyone. Indeed the activity of reading is a part of language skills, in addition to listening, speaking, and writing skill. All the skill are basically interrelated with each other. The listening and reading skills are grouped on the receptive skills, while the speaking and writing skills are grouped into productive skills. Busching and Schwartz (1983:15) describes the relationship among those language skills as indicated in Figure 1 below.
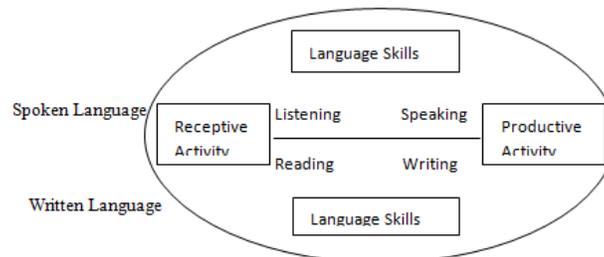

Figure 1. The relationship among language skills

Based on figure 1 above, it can be understood that the use of language that is receptive (listening and reading) and productive (speaking and writing) can create a basic coherence. In academic skills receptive plays a very important role because the learning and teaching activity requires both students and lecturers to read a lot to be able to acquire knowledge. The knowledge gained through reading activity will be passed on to the productive activities through writing and speaking skills. Therefore, in the absence of the activity of reading, it will be very difficult to be able to convey ideas or thoughts through writing and speaking activities. ., for

The understanding of reading comprehension is described by some experts, for example, Nuttall (1996:40) states "Comprehension is understanding what has been read rather than spelling the words". Nuttall further define the term of reading, " ... reading as meaningful, interpretation of printed or written verbal symbols. It means that reading does the writer intend a result of interaction between the perception graphic symbols that represent language and readers language skills, cognitive skills and knowledge". From Nuttall statement, it can be explained that (1) the activity of reading is to comprehend what has been read from a reading text by the reader and in this case the activity of reading is not merely to spell or pronounce the words printed in texts, (2) the activity of reading is necessary to attempt to make sense and to interpret the symbols printed language in written form. In this case, the reader's cognitive knowledge or schemata are very helpful in accelerating the understanding of the texts they read.

In order to improve the students' reading comprehension of English reading texts, it is needed for all English lecturers of IAIN Bengkulu to master several efective approaches in teaching reading comprehension. One of the proper approaches in teaching reading comprehension is schema theory approaches. Schema theory is a theory which states that reading is an interactive communication process that involves background knowledge, language, and the idea of an organization (Harjasujana in Indrawati, 1996). To be able to comprehend the content of any reading text well, readers need background knowledge related to the reading material they read. With such assistance, the reader can interpret the author's intent.

The application of schema theory in teaching reading comprehension involves three stages, namely: pre reading, while reading, and post reading. In the first stage, the activities carried out are activating students' prior knowledge related to the content of reading text to be discussed. The second step is the activity in which the lecturer provide or insert some questions. The third step is the activity to provide repetition, feedback, and cognitive stimulation.

Richards (1985:238) states thatt the level of reading comprehension can be divided into four, namely literal comprehension, inferential comprehension, critical understanding or valuation, appreciation. At the literal level of comprehension, readers are required to be able to understand, remember, or repeat with clear information about the content of the reading passage. In inferential comprehension, readers are required to obtain information from a reading

text that is not so obvious to use their instinct and experience and to make a conclusion. At the critical level of understanding, readers are required to be able to make a comparison between the information in the passage with the experience they have. Furthermore, the understanding of nature appreciation, the readers are required to make a response or perform an appreciation of reading. In this study, the reading comprehension level version of Richard was used as the basis of measuring the degree of text comprehension reading skill of the students of PAI and PGMI Department of Tarbiyah Faculty of IAIN of Bengkulu. However, in this study the level of reading comprehension proposed by Richard was restricted to three levels, namely at literal, inferential, and crititical level. The reading ability in this study was defined as the ability of the reader in comprehending the information contained in the reading text.

Research Method

To get the research objectives as mentioned above, this study was designed by using research and development approach method. According to Borg and Gall (1983: 772), research and development is a process used to develop and validate educational products such as: syllabus, teaching materials, text books, research methods, and others were carried out in a cycle of research and development.

Borg and Gall (Borg & Gall, 1983:775) state the steps in the research as a development cycle that includes 10 stages, namely: (1) research and information collecting, (2) planning, (3) develop a preliminary form of the product, (4) preliminary field testing, (5) product revision play, (6) play field testing, (7) product revision operations, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation. In this study the 10 steps recommended by Borg and Gall simplified into three phases, namely: (1) phase of preparation of the model, (2) the model development phase, and (3) the model evaluation phase. More clearly the development model of Islamic educational studies based reading comprehension through schema theory approach for the students of PAI and PGMI Department of Tarbiyah Faculty of IAIN of Bengkulu and can be seen in the following table.

Table 4. The stages in Developing Islamic educational studies Based Reading Comprehension Instructional Material

Stages of Borg dan Gall	The Activities Conducted by the Researcher
1.Phase of Preparation to Model Formulation	1.Observation (observing the atmosphere of English II learning and teaching process at the present) 2. Lliterature Study: a) analysis of the study of theory b) analysis of existing teaching materials c) analysis of curriculum and course syllabi of MKDU English IAIN of Bengkulu d) analysis of students' needs 3. Questionnair and interview list
2.Phase of Model Development	1.Designing reading comprehension instructional material model related to the students' need 2.Developing reading comprehension instructional material model related to the students' need
3.Phase of Evaluation	1. Expert validation 2.Product revision 3.The product of a model of Islamic educational studies based reading compehension instructional material through schema theory for the students of PAI and PGMI Department of Tarbiyah Fakulty of IAIN of Bengkulu

The research instrument for collecting data in this study include, questionnaires, and interview. Three questionnairs were used in this research. The first quetionnair was used to evaluate the English reading texts or English texbook currently used as handbook in English II course by the students of PAI and PGMI Department of Tarbiyah Faculty of IAIN Bengkulu. To evaluate the textbook the questionnair was administered to the students to obtain the data about their perseption on the quality of the English textbook viewed from material content, presentation, and language use. The second one was used to evaluate the quality of the English reading comprehension instructional material model developed by the reseacher by the expert of teaching material, the expert of teaching media, and English lecturers of IAIN Bengkulu. The third questionnair was used to get the data about the students opinion on the quality of the English teaching material developed by the researcher.

The data found from those expert after validating the instructiong material developed by the researcher was used to classify the quality of the product. To determine the product quality, percentage formula was used. The percentage formula can be seen in the following table (Mustaji, 2005;102).

Product quality Percentage

No	Percentage	Product Quality
1	81% - 100%	Very Appropriate No Need Revision
2	66% - 80%	Appropriate No Need Revision
3	56 %- 65%	Less Appropriate Needed Revision
4	0% - 55%	Strongly Not Appropriate and Needed Revision

Interview was used in this study as additional data and information from teachers and students regarding the situation in teaching reading comprehension today. Interviews were also used as additional data found from those English lecturers in developing a model Islamic educational studies based reading comprehension instructional material through schema theory approach.

The data analysis used in this study includes: (1) data analysis at the phase of preparation of model formulation, (2) data analysis at the phase of model development, and (3) analysis of data at the phase model validation. At the first phase, data analysis technique used is desriptif method to process the data collected through questionnaire found from the students and from English lecturers of IAIN of Bengkulu. While the data obtained through interview were analyzed to reinforce or to complete the data collected through questionnaire. All the data obtained from the expert of teaching material, media, English lecturers, and from the students through questionnaire were analyzed by using descriptive percentages.

Findings and Discussion

A. Finding
1. Students' Perceptions towards English Instructional Materials Currently Used
1.1 From the material aspect, the majority of respondents (86%) stated that English language teaching material currently used as their handbook in teching and learning process in English II course is not in accordance with what they expect and need.
1.2 From the aspect of presentation, the majority of respondents (92%) also stated that English language teaching materials currently used is less systematic, lack of information regarding with the Islamic education , and the absence of photographs or pictures that can help and motivate them in understanding the reading text.

1.3 Respondents' perceptions on the aspect of language still dominates in option 1 and 2 (82%) although there are few of the respondets also chose option 3. It means that the reading text in English textbook currently used by the students of IAIN of Bengkulu is still difficult to be comprehended by those students.

2. The Experts' (the expert of instructional material, the expert of media, and English lecturers) Responses on the quality of the model of Islamic Educational Studies Based Reading Comprehension Instructional Material through schema theory Approach developed by the researcher.

   Based on questionnair given to the expert of instructional material and the expert of media, it can be stated that both of those experts classified that the quality of the English reading comprehension instructional material developed by the researcher in good category (B) in which the percentage of ideals, respectively 78, 9 % and 80, %. Meanwhile, according to English lecturers at IAIN of Bengkulu the quality of the teaching material is classified very good with the percentage of ideals 82, 4%.

3. The students' Response to the model of teaching materials developed by the researcher. The students' response to the instructional materials developed by the researcher is classified in the positive category with a score of 68, 9 out of a maximum score of 80 is ideal.

Discussion

The perception stated by the students that the English language teaching material currently used at IAIN of Bengkulu is not in accordance with the students' need caused by several factors. *First*, based on the researcher's interview with the outhors of the English Texbook, the researcher found that the preparation of the text book is not based on the principles of development of teaching materials such as without beginning with the analysis of students' need. *Second*, after the English language teaching materials were prepared there was no validation from the experts neither the expert of English instructional material nor the expert of media. The lack of relevance of the reading text composed in the English language teaching materials influenced towards the students' motivation that is low in studying English seriously. There is no explanation about the readability of the reading texts currently used buy the students and their lecturer as the handbook in learning and teaching process of English II course.

Basically, although, the response from the expert of instructional material and the expert of media stated that the quality of the instructional materials developed by the researcher is in good category. Even, the English lecturers' response towards the Englis instructional material is very good quality. But those experts suggested that it would be better if the teaching material developed by the researcher could also be designed more modern with more sophisticated media such as CD and internet, so the students would not feel bored with one media only.

Refering to the students' response to the model of Islamic educational studies based reading comprehension instructional material developed by the researcher in positive category is due to several factors. *First*, the entire reading texts provided (16 reading texts) in the teaching material are related to Islamic educational studies such as on: Islamic law, Islamic educational history, *aqidah akhlak*, *Al-Qur'an* and *Hadith*. All the content of the reading texts known by the students. It means that those students have schemata on Islamic educational studies. The schemata owned by the students on the content of the reading texts can accelerate the students in comprehending the content of the reading texts and can also increase students' motivation to read. *Second*, the readability of all the reading texts available in the teaching material developed by the researcher is the level grade 7-12 which is in accordance with the students' reading ability level for university student level.

Conclusion

Based on data analysis and some research findings as described in the previous pages, it can be drawn some conclusions as follows.

First, the perceptions of students toward the existing English teaching material: (1) the English reading texts analyzed from the aspectof material content is not in accordance with what expected and needed by students of PAI dan PGMI Department of Tarbiyah Faculty of IAIN of Bengkulu, (2) the English teaching reading text instrcutional material analyzed from the aspects of langugage presentation is still not systematic, lack of information regarding the Islamic educational studies, and there is no photographs or pictures that can help and motivate students in comprehending those reading texts reading, and (3) all English reading texts available in the English textbook currntly used as the handbook for English II course at IAIN of Bengkulu analysed from readability analysis are not accordance with the students' reading ability level grade.

Second, the quality of teaching material models based Islamic studies reading comprehension schema theory approach developed by the researcher provided for English II course for second semester students PAI and PGMI Department of Tarbiyah Faculty of IAIN of Bengkulu in English II course is classified in good category, even, according to English lecturers of IAIN of Bengkulu, it is claassified in very good category. *Third*, student response towards the model reading comprehension teaching materials based on Islamic educational studies developed by the researcher is classified in the positive category.

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