An Islamic Literature as Reading Materials in Islam-Affiliated University

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ABSTRACT

This study aims to develop Islamic literature-based material for reading for English letter study program students. Moreover, this paper carried on research and development design (R&D) which was adopted and modified by Borg & Gall. The data were collected through questionnaires and observation. Qualitative data were analyzed using data reduction, data display, and drawing verification, and quantitative data analysis used Skala Likert analysis. The research participants consisted of lecturers and 20 students from the English Letters study program. The content of the book consists of the following components: the front cover, the introduction, the table of content, the cover text, the materials, references, and the writer. After the implementation of the revision from the expert, and the implementation of both preliminary and main field tests, the data show the student's responses to the Islamic literature-based reading materials designed were 3.72 average scores with a scale of 4, which includes it on a very good category. Then, the response for the literature appreciation rate is from 3.4 to 3.62 in the average score which is on a scale of 4 including the very good category, which means the Islamic literature-based reading materials have an effect on the literature appreciation rate. Therefore, Islamic literature-based reading material is worth applying to the students of the English Letters study program.

Keywords: *literature appreciation rate; Islamic literature; reading comprehension; reading materials; reading skill*

INTRODUCTION

Nowadays, literature has a long use in language teaching and learning. In many countries, literature has been recognized as one of the good materials for language teaching and learning. (Barzani et al., 2021)in the 1980s experienced a tremendous shift in the process of teaching English. Incorporating literature in teaching English is very crucial. Many scholars argue that literature has established a new and striking setting in which literary texts were never widely considered as one of the most important resources available in EFL classrooms before.

Literature can be used to teach language because of its indirect impact. Through literature, learners are not aware that they are learning a language. Learners only know that they are reading the text. Literature not only provides the function of language but also the cultural and social functions of a language through the text. (Rachidi, n.d., 2021) explains in detail that there are several reasons why literature is very important in language teaching and learning. They literature provides high-quality material; literature provides access to cultural backgrounds; literature encourages language acquisition; literature expands the awareness of students; literature develops students' interpretive abilities and educates students.

More specifically, literature in Islamic literature provides different opportunities for language learners. Islamic literature contains about what Islam is, about Islamic values related to written language and spoken language to provide Islamic teachings. This Islamic literature is based on a true story. In addition, most experts also argue that Islamic Literature is based on the Qur'an and Hadith which reveal the truth. Moreover, Irwansyah, (2021) states that the term 'Islamic literature' refers to aesthetic literary works which are truthful to Islamic views, practice, and way of life. So, this Islamic literature refers to stories about Islamic teachings, figures, and personalities. This opinion implies that Islamic literature is a real picture of the Islamic world in terms of teachings, worship, personality, outlook on life, culture, and attitudes.

Furthermore, in the context of EFL teaching learning in Islam-affiliated university have a special uniqueness that is different from other universities. Nahdlatul wathan university is one of them. In the English Letters study of literature faculty in this university have students who are mostly students of Islamic boarding schools where students are not only active in studying general knowledge but also religious knowledge and other norms related to the teachings of Islamic religion about the life after life. The students in this Islamic boarding school locally have a term as 'Mahad' for male students and 'Mahadah' for female students. Because of this specificity, these students need teaching material that can meet these needs. So that the use of Islamic literature which is

often used by the teacher (the term that is popular here is 'tuan guru') in learning the subjects as a medium and the main learning tool. Furthermore, Islamic literature is considered to be synthesized as the materials for English materials for the English letter study program students which is an alternative solution to the student's special needs.

Furthermore, it is widely accepted that there are 4 basic skills in language learning particularly English. Reading is a priority choice to be developed into reading material based on Islamic literature. This was carried out because students' reading abilities and comprehension based on the results of observations in January 2022 showed that students' abilities were not in accordance with the level of students as tertiary students in English literature study programs. In more detail it can be illustrated that there are students who still misread "read" which should be "rid" to "read", then there are students who do not understand how to draw conclusions or see the moral value of a story. Here it can be seen that students' abilities in reading ability and comprehension need to be considered more deeply for their development.

In addition, the results of observations also show that students of English literature, especially in the early semester, have not shown an interest that leads to an appreciation of literature. Meanwhile, students here are students of literature who should have a stronger literary spirit than

students from other fields. Moreover, reading is closely related to literary appreciation. Effendi et al, 1998 in (Nurmi, 2018)explain that appreciation is an activity to get close to literary works in earnest.

In this familiarity, there is a process of recognition, understanding, appreciation, enjoyment, and after that application. The introduction of literary works can be done through reading, listening, and watching. Seriousness in these activities will lead to a level of understanding. Understanding of literary works will create appreciation. Reading in relation to skills requires students to be able to understand the content of reading which, if associated with a literary work, reading will affect the reader's appreciation of the literary work itself.

The level of appreciation from in Lubis et al., (2019) describes the level of literary appreciation into four levels. The four levels of literary appreciation are (1) the level of enjoyment, which is marked by a sense of interest in literary books and a desire to read them seriously, children doing literary clipping activities neatly, or making mini library collections about literary works of various forms. (2) the level of enjoyment, starting from enjoying literary creations because understanding begins to grow, children can feel the aesthetic value when reading children's poems or listening to children's poetry/prose declamations or watching children's dramas. (3) the level of reaction, that is, there is a desire to express an

opinion about the literary creation that is enjoyed, for example writing a review, or arguing in a simple literary discussion. This level also includes the desire to participate in various literary activities. 4) productive level, namely starting to participate in producing literary works in various mass media such as newspapers, magazines, or school wall magazines that are available, either in the form of poetry, prose or drama.

The general objective of this research is to prove that Islamic literature can be used in learning reading courses at UNW's English literature study program by using supporting material. The specific objective of this research is to develop reading materials based on Islamic literature for students of the English literature study program at UNW Mataram.

In addition, the use of Islamic literature is also a new thing in the Nahdlatul Wathan University of Mataram, so it is expected that the results of this research can be the first step to maximizing English language learning.

From several existing studies, researchers tried to design and develop a blend of Islamic literature and English to become a reading material for students of UNW Mataram which has its own characteristics. Based on the search results of the researchers, this research has never been carried out by anyone, especially on the use of Islamic literature used in reading courses, especially at Nahdatul Wathan University Mataram. However, there are several studies that have similarities in the use of theory and the choice of universities as research objects, such as the research conducted by (Irwansyah, 2018) which developing a Literature-Based Reading Instructional Model for Students of the English Department at Islam-Affiliated University.

Based on several reviews of the literature on the research above, it can be concluded that there is a renewal of research carried out by researchers in developing Islamic literature into reading materials at UNW Mataram because there has been no research that has tried to examine this combination.

METHOD

This study used the Research and Development (R&D) indicator which is the approach of Borg & Gall (1989) and Borg, Gall & Gall (2003). This research developed Islamic literature to become reading material that can be used by students of English letters at UNW Mataram. It deals with the development of research results with the aim of finding newer and better products for educational purposes.

Process

The procedure of research and development used in this research was Borg & Gall procedure with a modification. The steps basically had two main objectives, as follows (1) product development and (2) testing or validating the result product quality. The steps of research and development are as follows.

1. Research and Information Collection, this step was the first stage or the preparation for development which consisted of three main activities, they are: conducting needs analysis, and reviewing literature.

    a. Conducting needs analysis

    This phase started by giving the questionnaires for both lectures and students in English literature students at UNW Mataram have different characteristics from students at other universities which makes them need special teaching materials that can answer these needs. The main problem that needs to be studied is how to formulate Islamic literature so that it is ready to become material in the reading course for English literature students at UNW Mataram. If examined, Islamic literature is in Arabic, so it needs special deepening so that it can become English which is also easily understood by students which can also stimulate the level of appreciation of student literature.

    b. Reviewing the literatures

    This step was conducted with reviewing the literatures related to ground theory of development literature-based English materials for Muhammadiyah elementary school. This ground is used as the basic of arranging the product in this research.

2. Developing Preliminary Form of Product, this step includes developing the products (course grid design, syllabus, and book) and revising the product based on the experts' and practitioners' evaluations.

3. Developing the Products & Revising the Products

    The next step is development research is carried out with preliminary data based on needs analysis and literature review. During this process, the synthesis of Islamic literature is adjusted and translated so that it is acceptable and can improve students' reading skills and stimulate students' appreciation of literature. Then, the product will be validated by other experts/practitioners. After getting feedback from experts as comparison data, the first revision was carried out.

4. Field Testing

    The next stage is a field trial where the test results will also be the second revision. During the trial, it will also analyze the relationship between the use of Islamic literature on reading skills, reading comprehension and literary appreciation of UNW Mataram students

studying English literature. After that, the final product was obtained in the form of supporting teaching materials for reading courses. This step were conducted with preliminary and main field testing. Preliminary field testing had taken on 5 students. After preliminary field testing, it was done a second revision against the previous results of the preliminary field testing. Furthermore, the results of revision II were used to the main field test and revision III if needed. The main field testing has conducted in all semesters with 15 students.

5. Final Product

Based on the results of testing and revision in the previous stage, and then the researcher prepared the final product in the form of Islamic literature-based Reading material for English Letters students of Nahdlatul Wathan University.

6. Disseminating the Final Product

This step is disseminating the final product to the users or reporting the product result at professional meetings and in journals. The work can also be published in the publisher and the researcher take control of the product quality.

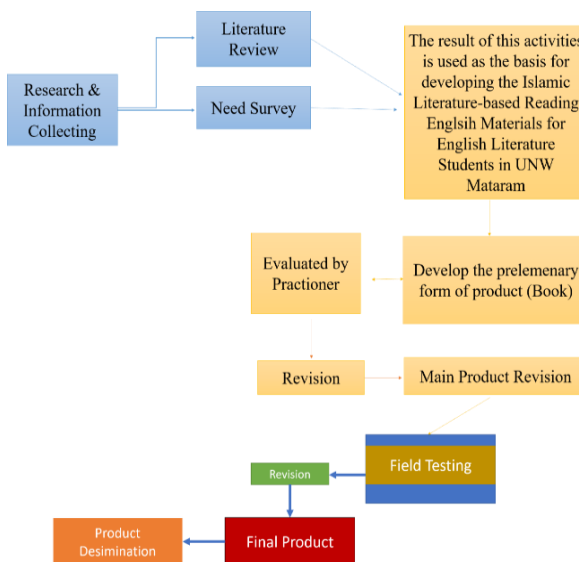The detail of the research flow is described below.

Figure 1 Research Flowchart

Figure 1 above shows the stages of data collection from the beginning to the analysis of research results during this research

Participants

The research was conducted in Nahdlatul Wathan University. The populations of this research were the college students in English Letters Departments in the 2022/2023 academic year. The sampling used in this research was purposive sampling. The researchers took 20 students and 2 lecturers as sample. The experts' groups are content, language, and learning media expert.

Data Collection Technique

The data of this study were collected through questionnaires and observations. The questionnaires used to validate the model of by expert and by the students to find out their responses towards the developed materials and also literature

appreciation rate. The questionnaires contain statements that must be assessed by the participants using the scale "strongly agree, agree, less agree, disagree". The observation sheets were used to collect the data on the preliminary and main field testing.

Data analysis

There are two types of data in this study, namely quantitative and qualitative data. Data analysis is described as follows:

Quantitative Data Analysis

Quantitative data were formed as data from needs analysis questionnaires, expert judgment questionnaires and field test questionnaires. The needs analysis questionnaire was analyzed quantitatively. The data obtained from the results of the questionnaire analysis of the needs of students and teachers. This data is also used as a percentage to present the results of the questionnaire. Then describe the results of student and teacher responses for each aspect. Furthermore, data from expert judgment questionnaires and field tests are in the form of quantitative data. Data were analyzed by Likert scale.

Data from expert evaluations were analyzed using a 5 Likert scale. This scale is used in this research and development to measure products developed from aspects of attitudes, perceptions, and opinions of a person or group of people. In addition, the use of a Likert scale also facilitates the interpretation of the assessment. There are two types of Likert scale, namely scale 5 and scale 4.

The conversion of quantitative data into qualitative data in scale 5 can be simplified which is described as follows.

Table 2. Quantitative data conversion in Scale 5

Quantitative Data	Range of Score	Criteria
5	$x > 4.08$	Very good
4	$3.36 < x \leq 4.08$	Good
3	$2.64 < x \leq 3.36$	Enough
2	$1.92 < x \leq 2.64$	Poor
1	$x \leq 1.92$	Very poor

The conversion guidelines in Table 2 are used to determine the quality of Islamic literature-based Reading materials. If the expert evaluation results obtain the minimum criteria "enough", then it can be said that the product can be used for learning and the next stage.

Furthermore, the field testing data are analyzed using likert-scale in scale 4 value. The mean value is the value of the materials. Those data are conversed based on the following data conversation theory is noted by Suharto (2006), the class interval can be concluded from the table 3 below:

Table 3. Quantitative Data Conversion in Scale 4

Scale	Categories	Equivalent	Internal of the mean values
1	Poor	Strongly disagree	1.00 – 1.75
2	Fair	Disagree	1.76 – 2.51
3	Good	Agree	2.52 – 3.27
4	Very good	Strongly agree	≥ 3.28

The Qualitative Data Analysis

The qualitative data is formed as the data from observation results. The observation data are in the field notes form. Then the data were analysed with qualitative analysis which was proposed by Miles and Huberman (1994) as follows.

Data reduction

In this phase, the data were selected, focused, simplified, and transformed the

observation field notes and interview transcripts.

Data display

This phase was done with assembled and organised the data into an immediately accessible, compact form so that the researcher can see what was happening and also draw justification or move to the step.

Conclusion/Drawing verification

According to the information in the data display, the researcher drew conclusions.

RESULTS AND DISCUSSION
Needs Analysis Results

This research and development began by conducting a needs analysis in June 2022. A needs analysis was carried out to determine the needs, wants and shortcomings of students, teachers and schools. This is also done to collect data on the need for the development of teaching materials to get the quality of English teaching materials. The implementation of the needs analysis is fully controlled by the researcher.

Furthermore, a needs analysis was carried out in English literature, Faculty of Letters, UNW Mataram. Needs analysis data were collected from lecturers and students. There are 2 lecturers of English literature and 10 students. The data will be explained in the following section.

Questionnaires used in the needs analysis of lecturers include the needs, shortcomings, and expectations of students, lecturers and campuses. This needs analysis seeks data on planning for the implementation of reading learning in English letter study program at Literature faculty of UNW Mataram, the reality of learning reading courses so far, the urgency of developing reading teaching materials based on Islamic literature, and materials for developing reading teaching materials based on Islamic literature that need to be developed.

From the needs analysis questionnaire data collected, then analyzed and processed the data so as to produce the following results. In the requirements analysis of the unw mataram english literature lecturer statements that they agree about the use of islamic literature in the teaching module, besides that, the basic forms in the development of the teaching module are also obtained, as well as the background of the students. Most of students are also students of *mahad mahadah*, and the condition of teaching reading subjects.

Then, the students of English literature at UNW Mataram are on average a mahad or mahadah who are very close to Islamic literature where Islamic literature in Islamic boarding schools has often been used massively. It is also obtained the basis for product development, Islamic literature to be used, as well as other recommendations from students in developing reading modules based on Islamic literature. In addition, students also agreed about the use of Islamic literature in their teaching modules because they felt it

would make it easier for students to understand the text better.

During the observation, data on students' reading ability and understanding of English literature students at UNW Mataram were also obtained which could be positioned as early learners of English reading. For example, there is one student who reads read to (*red)*, which should be (*rid*). Besides that, there are also some students who do not know the meaning of *worship*, *cave*, r*evelation*, *unfamiliar* and *compare*.

Course Grid Design

This course grid design is the first activity after conducting a needs analysis. This development is based on the results of the needs analysis, literature review and previous lesson plan. Design of seven unit course grids for product content such as study program identity, course identity, semester, unit topics, materials, teaching activities, learning activities, indicators, assessments, learning resources, and media. Presented aspects of language, function, and story of the product. This development is to make ten units intended for one semester in the reading I course in the first semester of the English literature study program at UNW Mataram.

Unit 1 The unit begins with a quote from Surah Al'alaq, verses 1-2. Then proceed with reading exercises through Islamic stories of famous Islamic figures who carry the wisdom of Islamic teachings in them. Furthermore, light practical

assignments will be presented to stimulate critical thinking skills and also literary appreciation from students. Then, reading material was given about Vocabulary Knowledge for Effective Reading and Using a Dictionary. After the material, an exercise in the form of an Islamic story and the form of the exercise is presented.

Unit 2 begins with poetry or words of wisdom from well-known Islamic figures. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Recognizing Paragraph Patterns as well as Using and Identifying Reference words. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 3 begins with poetry or words of wisdom from well-known Islamic figures. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material on Identifying Main Ideas, Distinguishing Main Ideas from, Supporting Details, Stated and Implied Main Ideas. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 4 begins with poetry or words of wisdom from well-known Islamic figures. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Reading Comprehension Skills; Deducing Meaning from Context, Identifying Signal Words. After the

material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 5 begins with an Islamic song by Maherzain. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Reading Comprehension Skills; Previewing and Predicting. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 6 begins with motivational quotes from well-known Islamic literature. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Reading Comprehension Skills; Skimming: Identifying the main points or important information. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 7 begins with a famous poem in Islam. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Reading Comprehension Skills; Scanning to locate specific information in a text. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 8 begins with a hadith fragment regarding the theme/topic of Islamic literary stories that will follow. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about

Reading Comprehension Skills; Summarizing. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 9 begins with a verse from the Qur'an regarding the theme/topic of Islamic literary stories that will follow. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Reading Comprehension Skills; Making Interference. After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

Unit 10 begins with a verse from the Qur'an regarding the theme/topic of Islamic literary stories that will follow. Given Islamic tasks and stories to practice pronunciation, as well as practice on the next material. Then given material about Reading Comprehension Skills; Reading for Information (Details). After the material, they were given an exercise in the form of an Islamic story and the form of the exercise.

After the unit section, a question section is given to test students in the mid-semester exam and also in the final exam.

Development of First Product Draft

This first product draft contains all components of the developed teaching materials. The results from the previous step, course grid design, are used to create the basis for the first draft of the product. In addition, lesson plan reading 1 is also the basic determinant of the materials,

activities, stories, games and exercises in this product. For a better product, an adapted RPS is needed, such as completing the material, giving an assessment in each unit, detailing activities, providing time allocation, and learning media.

This product is made using Microsoft Office Word, and is supported by Microsoft Power Point, as well as Canva. This Islamic literature-based reading module is produced from the process of preparing teaching materials, drawing, designing and producing. This is a product before validation or evaluation from experts. The components of Islamic literature for reading I material as outlined in the form of a book are explained as follows.

a) The front cover contains the title of the book, an overview, semester and grades as well as a cover image that describes the learning activities and interesting stories in the book. This activity explains that reading can be learned in a fun way through stories. The story in this book presents reading learning through Islamic literature.

b) The introduction contains a brief description of the presentation of the product, the aims and objectives of product development, as well as the expectation of the usefulness of the product.

c) The table of contents concerned about the distribution of materials in each unit.

d) The cover of the chapter describes the contents of each chapter or unit and is filled with quotes from the Qur'an / motivational words / wise quotes from famous Islamic figures, etc.

e) The material contains several main points as follows.

1) Listen and read containing stories that match the unit title.

2) Reading aloud and writing contains commands to read stories and answer questions.

3) Listen and say contains words or phrases as learning materials in the unit.Useful phrases contain an explanation of the material.

4) More to know contains additional material or it can also be in the form of basic English grammar.

5) The story contains stories related to Islam to further deepen the material and provide different insights and views on the material.

6) Exercise is a task that reviews all the material in one unit.

7) The bibliography contains the sources used in the development of teaching materials.

Expert Validation Results

Expert validation is carried out after the product has been compiled. The expert validation used is material and media expert validation.

The data in this section were obtained from the questionnaire. In this questionnaire, there are six parts, namely: content,

assignments, language, learning, presentation, and media which are assessed by experts. The results of this questionnaire are in the form of scores as measured by a Likert scale.

The content validation results are all the indicators of content aspects that have been analyzed, it was found that scores ranged between 3.36 and 4.08 which had a total average score of 3.8. Based on the data conversion in the previous chapter, the score is categorized as "good" which means that the teaching materials developed are feasible and ready to be used in field tests. Furthermore, the suitability of the task has 3.8 score in the range of 3.36 to 4.08. This score is included in the "good" category, which means that the teaching materials developed are ready to be used and are feasible to be applied in field trials. Then, the next data describe language suitability. Language suitability has a score of 4. This score is included in the "good" category, which means that the teaching materials developed are ready to be used and feasible to be applied in field trials. The learning suitability had 3.8 in the range of 3.36 to 4.08. This score is included in the "good" category, which means that the teaching materials developed are ready to be used and are feasible to be applied in field trials. The suitability of the presentation has a score of 4. This score is included in the "good" category which means that the teaching materials developed are ready to be used and are feasible to be applied in field trials. In addition, it must also be revised based on recommendations and expert comments. From the results that have been described, the product can be used for preliminary field trials.
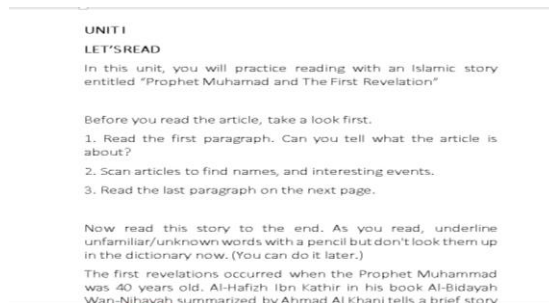
Revision after Expert Validation

From the evaluation results from expert validation, there are several recommended revisions. First, the revision for the sequence of stories used in unit 1, the beginning of the story about Uwais Al Qarni being the story about the first revelation received by the Messenger of Allah, peace and blessings of Allah be upon him. The revision is described as follows.
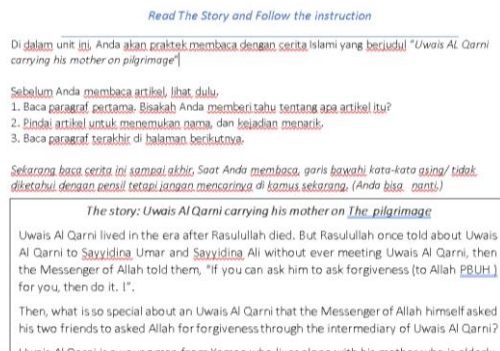
Picture 1 the unit 1 before expert validation

Picture 1 explains the story in unit 1 before the revision from the expert validation. And here are the revised result.

Picture 2 the unit1 after the expert validation

Picture 2 shows the changing within unit 1 before and after the revision from expert validation. Moreover, the second recommendation from the expert is to make the unit more "reading" and delete all unrelated part to reading skill and comprehension. So, the researcher revises the material containing several main points as follows.

1) *Listen and read* containing stories that match the unit title become the *Let's read* part.

2) *Reading aloud and writing* contains commands to read stories and answer questions that are deleted and integrate it into the instruction in the book.

3) *Listen and say* contains words or phrases as learning materials in the unit are deleted.

4) *More to Know* contains additional material, its changes in *the materials*.

5) *The story* contains stories, its changes into *let'read and practice*

6) *Exercise* is a task that reviews all the material in one unit.

7) *The bibliography* contains the sources used in the development of teaching materials.

After the revision from the expert, the research will move to the next phase that is field testing. The field testing is divided into preliminary and main.

Preliminary field testing

In this field trial, only a preliminary field trial was carried out. The preliminary test or preliminary field research was carried out in the 6th semester of the English Literature Study Program, FS UNW Mataram, with a total of 5 students as respondents. This is carried out with the consideration that semester 6 has gone through reading I to reading 3 where respondents already have experience, knowledge, and knowledge about reading. At this stage, several activities were carried out such as observation and giving a questionnaire to determine the effectiveness of the use of Islamic literature-based reading teaching modules.

The following are the results of the preliminary field testing which was carried out on August 16, 2022. The data is made more concise so that it can be interpreted better. The data is described as follow.

Table 4. The Result of Preliminary Field Testing

No.	Aspect	Mean	Category
1.	Material	3.4	Very Good
2.	Task	3.4	Very Good
3.	Language	3.46	Very Good
4.	Design & Graphic	3.8	Very Good

Table 4 above shows the reading product based on Islamic Literature has a material aspect in 3.4 scores, a task aspect in 3.4 score, a language aspect in 3.46, design & graphic aspect in 3.8 score with all the category "very good" which is based on the data conversion in scale 4. It means that the reading module Islamic literature based has ready to use for the next step and also it

already appropriate which can use as the materials for *Reading I.*

In this preliminary field testing, the researcher also evaluatethe literary appreciation possessed by students after using the Islamic literature-based reading module I. And obtained the following data.

Table 5. The Result of Literature Apreciation on Preliminary Field Testing

No.	Rate	Mean	Category
1.	Enjoyment Rate	3.32	Very Good
2.	Like Rate	3.43	Very Good
3.	Appreciating Rate	3.6	Very Good
4.	Award Rate	3.7	Very Good
5.	React Rate	3.54	Very Good
6.	Productive Rate	3.3	Very Good

Table 5 above shows that the level of appreciation of English literature students of the Faculty of Letters at the Faculty of Letters at UNW Mataram has a pretty good level of appreciation with an enjoyment rate of 3.32, a liking rate of 3.43, an appreciating rate of 3.6, an award rate of 3.7, a react rate of 3.54, and productive rate of 3.3. With this result, all values of the appreciation level fall into the very good category. Then also with the use of the *Reading I* module, it has an effect on the level of literary appreciation of English literature students at the Faculty of Literature at UNW Mataram.

Overall, in the preliminary field testing stage, it produces a product that can be used to the next stage. In addition, there are several revisions at this stage. The revision will be explained as follows.
First, for the first part of let's read, it is recommended not to give more than one

assignment, two assignments expect to be given at the end after the material. And the revision detail is described as follow.

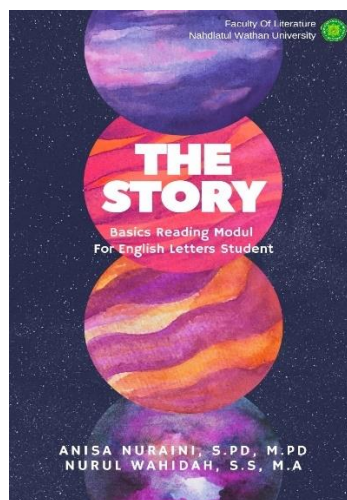**Picture 3. The exercise after let's read part before the revision**

Second, the book cover is made simpler and uses neutral colors.

Picture 4. Cover at the first
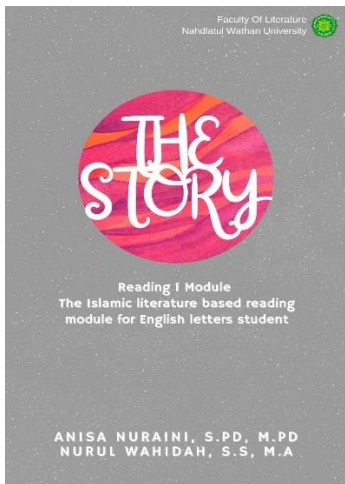
Picture 5. Cover after the suggestion in the preliminary field testing

Observations during field trials showed that 2 students were able to take part in lecture activities well, and 3 students looked normal. The five students looked excited in learning and doing tasks. There is a slight increase in abilities such as understanding the language of instructions in the module, difficult words that before being given the module they did not know to know.

Main Field Testing Result

This main field testing was carried out after the revised results of the preliminary field trial. There were 15 students who were used as respondents in this trial. The trial was carried out with 2 meetings and then a questionnaire was given at the end. The following describes the results of student responses to the use of Islamic literature-based reading module I at this stage.

Table 6. The Result of Main Field Testing

No.	Aspect	Mean	Category
1.	Material	3.67	Very Good
2.	Task	3.8	Very Good
3.	Language	3.7	Very Good
4.	Design & Graphic	3.73	Very Good

The table 6 above shows the reading product based on Islamic Literature has the material aspect in 3.67 score, task aspect in 3.8 score, language aspect in 3.7, design & graphic aspect in 3.73 score with all the category "very good" which is based on the data conversion in scale 4. It means that the reading module Islamic literature based is appropriate which can use as the materials for *Reading I*.

Moreover, the researcher also evaluate the literary appreciation possessed by students after using the Islamic literature-based in this main field testing. Here are the result.

Table 7. The Result of Literature Apreciation on Main Field Testing

No.	Rate	Mean	Category
1.	Enjoyment Rate	3.58	Very Good
2.	Like Rate	3.62	Very Good
3.	Appreciating Rate	3.78	Very Good
4.	Award Rate	3.67	Very Good
5.	React Rate	3.78	Very Good
6.	Productive Rate	3.3	Very Good

The result of literature apreciation on main field testing results are all the indicators of enjoyment rate that have been analyzed, it was found that scores ranged ≥ 3.28 which had a total average score of 3.58 which is based on the data conversion in the previous chapter, the score is categorized as "very good"**.** Furthermore, the like rate has 3.62 score in the range of ≥ 3.28, this score is included in the "very good" category, Then, the next data describe appreciating rate

3.78. This score is included in the "very good" category. The Award Rate had 3.67 in the range ≥ 3.28. This score is included in the "very good" category. The react rate has 3.78 score. This score is included in the "very good" category, then productive rate has 3.3 score in the range the range ≥ 3.28 which is included in "very good" category. The results of this appreciation of literature by the the students describe that their appreciation have gradually growth to the point of making the point more than ≥ 3.28, it can be implied that the *Reading* module has a considerable influence on the appreciation of literature held by English Literature students at the UNW Mataram literature faculty.

After the implementation of the field trial, the analysis is carried out to produce the final product of the reading module that can be used in lecture I. In the final product, 10 units are obtained for each material which is the same as in the initial product stage. The most significant changes occurred at several points which will be explained as follows,

1) The cover of the book was changed to be more Islamic by adding calligraphy from Surat al-Laq and also Islamic motifs to be able to describe the contents of the book based on Islamic literature.
2) The main contents of the book generally contain: let's read, the materials, let's read and practice, bibliography.

and here is the final product cover result.

Picture 6. The Final Product Cover

When compared to the data through observations and questionnaires, data shows that there are differences felt by students before and after using the Reading I module based on Islamic literature. This can be seen in the students' reading ability and reading comprehension on the types of Islamic literary texts which are getting better. The Islamic literature especially Quranic stories significantly appropriate with the students of English letters of UNW Mataram. (Irwansyah, 2021; Rachidi, n.d.,2021) The techniques and strategies used in the module can also stimulate students to be able to independently improve their reading skills and understanding. It also expand the insight of the students. (Septiyana et al., 2022) The students also have better comprehending in Islamic literature-based text. It means that

materials also to the reading skill and comprehension.

In addition to the results of the data also show that Islamic literature can be used to become an acceptable material for reading I course for English literature students at FS UNW Mataram. The resulting module can also influence students' literary appreciation by introducing Islamic literature and also types of literature in general to students. (Rahman & Weda, 2018; Irwansyah, 2021; Rachidi, n.d., 2021; Maesaroh, D. T., Aridah, A., & Rusmawaty, D., 2021). Although it does not directly affect, but the influence of the module on literary appreciation can already be proven in the data.

CONCLUSION

The research followed several stages until it met the final conclusions. Based on the data analysis, some points were concluded. Islamic literature can be used in learning the reading I course in the English Literature Study Program at the Faculty of Literature at UNW Mataram by making it a supporting teaching material. Then, in this study, it was also successful to develop reading materials based on Islamic literature for students of the English letter study program at UNW Mataram.

However, due to the limited time in the research, this research is initial research that will be used as a reference for further research so that further research is needed to make the resulting teaching modules more perfect. The results of this study are also expected to make a real contribution so that it can be used as one of the results of research that can add insight into literary and linguistic studies as well as education.

AUTHOR CONTRIBUTION STATEMENT

All the authors provided contributions to this manuscript. WN is tasked to manage the collection data during field trials, and assisting in the process of writing the manuscript, ANa is responsible for analysing the data until the interpretation and also conducting the interview for gaining further insight.

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