DEVELOPING READING I MATERIALS BY INTEGRATING READING AND PEDAGOGICAL SKILLS FOR ENGLISH LANGUAGE EDUCATION STUDENTS OF UNIVERSITY OF POTENSI UTAMA

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Abstract: Content-Based Instruction (CBI) is a very good concept to apply in any class including English Language Education class. Teaching language skills by having certain content is one of what CBI does. This research aims at developing Reading I materials by integrating reading skill and pedagogical knowledge for English Language Education students of University of Potensi Utama. It applied Research and Development (R&D) which dealt with some stages: needs analysis, review of literature, product development, expert validation, try out and dissemination. The result of this research is a set of text book of Reading I Materials containing pedagogical content which can be used in English Language Education of University of Potensi Utama. After try out, students who were respondents of this research said that Reading I materials developed by integrating reading and pedagogical skills are very interesting and useful because it relates to their interests and add their knowledge on English language teaching.

Keywords: Reading Materials, Pedagogy, Integrated

INTRODUCTION

Although English in Indonesia is a foreign language, everyone realizes that its mastery become more and more important nowadays. Teaching and learning English somehow attract both government and society’s attention recently. Government tries to improve it through curriculum and facilities improvement as well as teacher training program.
English language education is one of favorite majors in Indonesian Higher Education. It is a kind of pre-service teacher training which prepares students become a skillful English teacher. University of Potensi Utama, for instance, sets this as one of the majors taught in the university. English language education major of University of Potensi Utama is expected to produce English teacher candidates who master not only English language skills (Listening, Speaking, Reading and Writing) but also pedagogic knowledge.

Reading is one of the four language skills that somebody should master. Reading ability is not limited on reading word after word, but it is also the skill connecting the text of being read, its message and the background knowledge. Therefore, students are recommended to do it as the pleasure reading which can boost their motivation to develop their reading habit.

Moreover, reading skill can also lead to reading texts which is related to specific area and purposes. Texts will not only improve their reading skill but also it will add their knowledge about a certain thing. So, there would be two benefits that we can take from reading activity in reading class which are improvement of reading skills and better knowledge about something. This is what really expected from reading class especially from those in English language education major in University of Potensi Utama.

Pedagogy is a quite wide area which connects to every subject taught in schools and university. There are so many references talking about this subject providing so many texts related to this. Therefore, it would be good if a reading class in English language department has reading materials containing pedagogical purposes.

Reading I is one of two reading subjects taught in English language education major in University of Potensi Utama. Integrating reading skill with pedagogical knowledge can improve both reading skill and pedagogical knowledge. So, it is called as Content Based Instruction (CBI) which focuses to both skill and contents. The content not only gives benefits for students but also motivates them because they learned it in their context and interests.

This research aimed at developing reading materials by integrating the contents with pedagogical knowledge. A reading material will provide students beneficial content improving both their reading skill and their pedagogical knowledge. These innovative reading materials are expected to be used in Reading I class of English language education department of University of Potensi Utama.
REVIEW OF LITERATURE

Teaching Materials

In a teaching and learning process, teaching material is one of the main factors supporting its success. According to the National Center for Competency Based Training (2008), teaching materials are all kinds of material used by teachers in the teaching and learning process in the classroom. Whereas in Prastowo (2012: 17), teaching materials are all materials in the form of information, tools or texts that are arranged systematically and display competencies that will be mastered by students and used in the learning process with the objectives of planning and reviewing the implementation of learning.

Brown (2007: 188) reveals that the most common teaching materials used in all classes are printed teaching materials in the form of books or handouts. Although teaching materials in soft file format have begun to be used, printed teaching materials are preferred by both teachers and students.

Teaching materials are definitely curriculum content that is structured to achieve certain competencies. Ruhimat (2011: 152) states that learning materials or materials are basically "contents" of the curriculum, namely in the form of subjects or fields of study with topics / subtopics and details.

Good teaching materials have several characteristics. Quoted from the module writing guidelines issued by the Directorate of Vocational Secondary Education, Directorate General of Primary and Secondary Education, Ministry of National Education in 2003, teaching materials should be self-instructional, self-contained, stand alone, adaptive, and user friendly (Widodo and Jasmadi: 2008). Self-instructional teaching material means that teaching materials can make students able to self-learn with the developed teaching materials. For this reason, instructional material must have a clearly formulated the instructional goal. Then, teaching materials must be self-contained; all learning material from one competency unit or sub-competency is contained in one teaching material as a whole. Teaching materials are also supposed to be stand-alone; it means that the instructional material developed does not depend on other teaching materials or does not have to be used together with other teaching materials. Another characteristic is that teaching materials must be adaptive. Teaching materials should have high adaptive power to the development of science and technology. It must contain materials that could increase the reader's knowledge regarding the times or more specifically the development of science and technology. The last one is that teaching materials must be friendly in nature; it means that every instruction and information exposures are helpful and friendly to the users.
In addition, there are several things that must be considered in making good teaching materials as quoted from the Indonesian Language Curriculum Review book as follows.

1. Organization: The organization of textbooks should be in order and systematic to fulfill all components with communicative and contextual approaches (CTL). Language skills, namely listening, speaking, reading and writing must be sorted according to the level of difficulty and interrelation between one topic to another.

2. Suitability of Content with Curriculum: Material content is the core element existing in teaching and learning activities because it describes main topic and skills to be mastered by students. Because of this, the teacher and the curriculum developer must consider the extent to which the materials or topics contained in the syllabus relate to the needs of students in the future.

3. Suitability of Material Development with Themes/Topics: Learning materials in textbooks are developed by taking into account the learning topics contained in the curriculum. The purpose of material development is that learning materials are easily digested by book users. In order to develop the material directed and meet the objectives of book writing, material development must be based on the theme/topic. So, the assessment of textbooks must also be directed to the criteria for whether or not the development of the material with the theme/topic is appropriate.

4. Cognitive development: The development of teaching materials must also pay attention to students’ cognitive development. So, the learning materials used in the classroom are material that is able to be digested by the cognitive level of students. In addition, various materials are also used to avoid difficulties and boredom in students.

5. Use of Language: The language used in the instructional material developed should be in the form of standard language that is good and correct and follows the trends. In addition, language must also be simple so that the contents are easily understood by students.

6. Harmony of Illustrations with Discourse/Reading Text: Textbooks must always be accompanied by illustrations or drawings so that they are attractive to students. Moreover, to attract students’ attention, illustrations are also used to facilitate understanding and to stimulate communicative learning. However, it must be remembered that the selection and placement of images must be adjusted to the reading text or discourse.

7. Moral: Moral is also one of the criteria for the assessment of textbooks. Teaching books must consider the moral aspects which relate to students’ character building.
8. Idioms and Taboo: Teaching materials are also developed by taking into account the culture of a nation. Things that are considered taboo, not good, sacred and offensive to certain groups should be avoided from teaching material. In addition, some points that should be not included are national instability including elements of ethnics, religions and races which are provocative.

**Content-Based Instruction (CBI)**

One of the trends in English language teaching today is implementation of Content based instruction in language class. According to Brown (2007), Content based Instruction (CBI) is defined as integrating the learning of specific subject-matter content with the learning of a second or foreign language. CBI may include immersion class, sheltered English programs, writing across curriculum and English for specific purposes.

The main goal of CBI is to provide students ability to acquire the languages while using the context of certain subject so that learners study the language by using it within the specific subject. Rather than learning a language out of context, it is learned within the context of a specific content.

According to British Council ([https://www.teachingenglish.org.uk](https://www.teachingenglish.org.uk)), there are some advantages of CBI as follows.

1. CBI can make teaching and learning in a language class become more interesting and motivating.
2. Students can have much wider knowledge of the real world through CBI which can improve and support their general educational needs.
3. CBI is very useful for EAP (English for Academic Purposes) teachers because it helps students to develop important study skills such as summarizing, note taking and extracting key information from texts.

However, there are also some potential problems. For instance, because Content based Instruction isn't explicitly focused on language learning, some students might feel confused or feel that they aren't improving their language skills. Moreover, if the students overuse their native language during the study, it can be a serious problem because their language skills will not improve without practicing.

**Reading I**

Reading I is one of compulsory subject I University of Potensi Utama. The instructional design of this subject was carried out by the university. The curriculum of
Reading I used in University of Potensi Utama applied the Indonesian National Qualification Framework based curriculum according to Presidential Regulation No. 8 of 2012. The basic competences of Reading I subject in the syllabus used by the University of Potensi Utama are as follows.

“Students master reading skills in English so that they can read and understand what they read, get more new vocabularies and learn to think and finally can be good readers in English. In addition, Students also master many aspects in reading such as Pleasure Reading (reading many stories and book), Comprehension Skills (Understand what you read), Vocabulary Building (Learn Many new words), Thinking skills (learn to think in English). Finally, this course is intended to provide knowledge to students so that they can recognize words automatically, comprehend texts, as well as motivating them to read and appreciate reading texts.”

Reading is defined as the process of building the meaning of a text (McNeil, 1984: 16). Lems, Miller and Soro (2009: 170) say that Reading is a reciprocal interaction between text and reader knowledge. In learning English as a Foreign Language (TEFL), Brown (2001: 111) describes the macro abilities (macro skills) and micro abilities (micro skills) that exist in learning English as follows.

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes, system, pattern, rules, and elliptical form.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative function of written texts, according to form and purpose.
10. Infer context that is not explicitly by using background of knowledge.
11. Infer links and connection between events, ideas, etc, deduce causes and effects, and detect such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification.

12. Distinguish between literal and implied meanings.

13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

14. Develop and use battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the text.

**Pedagogy**

Based on Article 28 paragraph 3 of Government Regulation No. 19 of 2005 concerning National Education Standards, there are four competencies that teachers must possess as learning agents. The four competencies are pedagogic competence, personality competence, professional competence and social competence.

Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

What is meant by personality competence is strong, stable, mature, wise, and authoritative personality ability, an example for students and noble. Steady and stable sub-competency has an essential indicator of acting according to law, acting in accordance with social norms, proud of being a teacher and having consistency in acting and speaking.

Professional competence is the ability to master broad and in-depth learning material that enables them to guide students to meet the competency standards set out in the National Education Standards. Teachers must understand and master the teaching material in the curriculum, understand the structure, concepts and scientific methods that are coherent with teaching materials, understand the relationship of the related subject concepts and apply scientific concepts in daily life. In addition, teachers must also master the steps of research, and critical studies to deepen knowledge and material in the field of study.

Social competence is an educator as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents / guardians of students and surrounding communities. The teacher cannot work alone without regard to the environment. He must be aware as an inseparable part of the academic community where he teaches and with the outside community.
In developing teaching materials to integrate with education science, Reading I material will be linked to these four teacher competencies, especially pedagogical competencies. Pedagogics can be defined as the science of education. According to Law No. 14 of 2005 concerning teachers and lecturers it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students on learning theories in order to direct students to participate intellectually in learning, so learning becomes meaningful for students. Teachers must also be able to plan learning, choose the right learning media, carry out the process and conduct assessments. Teachers also need to understand how to reflect on learning so that teachers can make improvements to the learning process that has been done. Based on this, the education science referred to in this proposal is 1) the philosophy of education, 2) the development of students, 3) learning methods, 4) the development of materials and teaching media, and 5) the development of teacher professionalism.

**RESEARCH METHOD**

This research focused on developing reading materials to be used reading I class of English language department University of Potensi Utama. This study applied Research and Development (R&D) as the research design. This kind of research design adopted R&D concept of Borg and Gall (1997). According to Borg and Gall (1997: 624), educational research and development is a process used to develop and validate educational product. The main reason why we used their concept in this research because it is believed that their concept would be the most appropriate to be used to develop instructional product like teaching materials and teaching media.

There were some steps in R&D to develop reading materials. By adopting R&D of Borg and Gall, this research had some procedures which are needs analysis, review of literature, developing product, expert validation, try-out and dissemination.

Needs analysis was the first step in conduction this research. It was done by using questionnaire, interview and observation sheet. Questionnaires were given to students of English language education department of Potensi Utama. This was to collect the data about what students needs in reading materials. Then, interview was conducted to lecturers teaching Reading I subject in this department. It was done to collect the data about what lecturers needs in a reading material. Then, Observation sheet was filled by an observer who was sitting in the classroom and observing the class find how reading materials were used in this class.
The next step was reviewing literature. This step was conducted by reviewing so many references about reading skill, pedagogical knowledge and how to develop teaching materials. Both related books and journals were reviewed in order to find the best way to develop a reading material integrated with pedagogy.

The third step was developing materials. The materials were developed by following the curriculum and syllabus (RPS) of reading subject of English language education University of Potensi Utama. In developed reading materials, reading texts there were texts which are 1) written by the researchers, 2) adopted and simplified by them or 3) purely taken from other books.

Expert validation was the fourth step in this research. The reading materials which were developed are validated by three experts. They are one from expert of language and linguistics, one from expert of English language teaching and one from expert of curriculum and teaching materials. After having expert validation, there were some revisions before they approved that the reading materials developed were appropriate to be used.

Try-out was conducted through three stages: individual try-out, small group try-out and big group (class) try-out. The try-outs were conducted to collect data to see the level of effectiveness, efficiency and attractiveness of the product. Each stage was followed by revision in order to improve the reading materials based on students’ suggestions.

Dissemination was the last step. After being validated and tried-out, the book is ready to be used. Therefore, ISBN of this book was brought to publishing. The printed materials will be used in University of Potensi Utama, English language education department. Its soft file will be available in online sites.

The data of this research were qualitative data. The subjects of this research were three expert validators which are one from expert of language and linguistics, one from expert of English language teaching and one from expert of curriculum and teaching materials. The target users of this product were the students in Reading Classes of English language education department. It was conducted from February until Mei 2018 in University of Potensi Utama.

Instruments used in this research were questionnaire, observation sheet, interview notes, as well as scoring and validating sheet of experts and target users. Those instruments were used to collect the data from needs analysis, expert validation and try-out.
FINDINGS AND DISCUSSIONS

Needs Analysis

Needs analysis is the first step of this study. From this step, there were questionnaires, interview and observation sheets given to collect the data about why and how the reading materials should be developed.

From needs analysis, the data showed that the students were just fine with the current reading materials; but they think that it would be great if their reading materials contain certain interesting themes. They also seemed so enthusiastic when being told that a reading material integrated with pedagogy would being developed. The detail result are elaborated in as follows.

1. Reviewing Curriculum

This activity was conducted to review the curriculum of the English Language Education University of Potensi Utama which contains a description of Reading I subject and its syllabus. After that, the results of this curriculum review are compared with the results of questionnaires, observations and interviews of related lecturers. The result is Reading I learning in English Education Study Program, University of Potensi Utama goes well even though there are things that have not been optimized, especially in the field of teaching material.

2. Questionnaires

Questionnaire is an instrument in this research used to collect data on the needs of students in Reading I. Based on the results of the questionnaire analysis, there are 2 things that become data from the results of the needs analysis.

1. All students (100%) in Reading class claimed that they still had very little knowledge about teacher training.

2. All students (100%) in the Reading class said that although the Reading Text book used today is good, the idea to use Reading I teaching material whose content contains the science of teacher training is very interesting and useful.

3. Observation Sheet

There was a Reading class where the researcher attended and acted as an observer who observed the atmosphere and interaction of the Reading class at the English Language Education Study Program at the University of Potensi Utama. The observation results are that the learning atmosphere is going well because most students already have good
reading skills but they look a little bored because most of Reading's book material is dominated by folklore and fairy tales.

4. Interview

Four Reading lecturers were interviewed by researchers to obtain data on student needs analysis. All lecturers (100%) claimed that the idea of having reading materials integrated with pedagogical knowledge was very interesting and useful. They claimed to strongly agree because it was the potential that existed but had not been optimally utilized.

Review of Literature

Before the product was developed, some related literatures are reviewed. It was done by reading and reviewing some books and journals related to Reading and Pedagogy as well as some online materials. Online teaching materials today are really fascinating and helpful in developing teaching learning materials.

Developing Initial Product

This research was carried out to finally produce a product “Reading I” textbook which is integrated with Pedagogical Knowledge. The initial design of the textbook was adapted to Reading I material which had previously been used in the English Language Education Study Program at the University of Potensi Utama. In line with the number of meetings in one semester, the book is divided into 14 chapters. Each chapter addresses one topic related to reading ability. Then, each chapter is equipped with a number of exercises to improve students' reading skills. The materials (words / sentences / paragraphs) presented are those related to pedagogy.

The researchers developed the product by concerning to curriculum and syllabus and inserting the pedagogical content to the text and context. There 14 chapters were developed and Table 1 displays the detail content about it.

<table>
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<tr>
<th>Lesson</th>
<th>Detail</th>
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<tr>
<td>Lesson 1</td>
<td>Lesson 1 SCANNING (Page 1-9)</td>
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<tr>
<td></td>
<td>This chapter is about Scanning. It starts with definition of scanning and then provides exercises to do scanning book cover, list of music, and table of contents. It has 4 (four) exercises.</td>
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<tr>
<td>Lesson</td>
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| **Lesson 2** | Lesson 2 PREVIEWING AND PREDICTING (Page 10-21)  
This part was aimed to train the students to do previewing and predicting in their reading. It includes previewing book cover and predicting the content of article. It has 8 (eight) exercises. |
| **Lesson 3** | Lesson 3 VOCABULARY KNOWLEDGE (Page 22-27)  
It is about how students can make use their vocabulary knowledge to improve their reading abilities. It includes guessing meaning from context in sentence, using grammar to guess word meaning, and recognizing words that connect ideas. It has no exercise because it is the part for students to understand its basic concept; while the next three lessons deals the exercises of vocabulary knowledge for effective reading. |
| **Lesson 4** | Lesson 4 VOCABULARY KNOWLEDGE: GUESSING MEANING FROM CONTEXT (Page 28-33)  
This chapter is about Guessing meaning from context in sentence. It has 3 (three) exercises by providing the conditions in doing the exercises. |
| **Lesson 5** | Lesson 5 VOCABULARY KNOWLEDGE: USING GRAMMAR TO GUESS (Page 34-38)  
This part is about how to use grammar to guess word meaning. It also contains 3 (three) exercises and have some conditions in doing the exercises. |
| **Lesson 6** | Lesson 6 VOCABULARY KNOWLEDGE: RECOGNIZING WORDS THAT CONNECT IDEAS (Page 39-45)  
The chapter provides four exercises on how to recognize the words that connect ideas. Some conditions in doing the exercises are also used in this chapter. |
| **Lesson 7** | Lesson 7 TOPICS (Page 46-50)  
This chapter is about how to find the right topic quickly while reading. It starts with some easy exercise and followed by more complex ones. In sum, it has 4 (four) exercise. |
| **Lesson 8** | Lesson 8 TOPIC OF PARAGRAPH (Page 51-69)  
Lesson 8 is the part of the book which trains the students to find the right topics of paragraph. It has 5 (five) exercises. By doing five of them, students are expected to have adequate skill in finding the topic of the paragraph because this skill is very important in reading. |
| **Lesson 9** | Lesson 9 MAIN IDEAS (Page 70-78)  
The chapter is about how to find main ideas in a paragraph. This skill is also important in reading so that the students should master it. It has 4 (four) exercises in this chapter. |
<p>| <strong>Lesson 10</strong> | Lesson 10 PATTERNS OF ORGANIZATION (Page 79-93) |</p>
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<th>Lesson</th>
<th>Detail</th>
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<tr>
<td>Lesson 11</td>
<td>This part is about Patterns of organization. It includes listing of related ideas or examples, sequence, comparison/contrast, and cause-effect. It has 6 (six) exercises.</td>
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<tr>
<td>Lesson 11</td>
<td>Lesson 11 LISTING (Page 94-105)</td>
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<td>Listing is one of how to see the pattern in the reading. So, chapter 11 is about Listing. It includes It has 4 (four) exercises to train students to recognize the pattern of listing of related ideas or examples.</td>
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<tr>
<td>Lesson 12</td>
<td>Lesson 12 SEQUENCE (Page 106-113)</td>
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<td>Sequence is another pattern used in reading. It in on lesson 12 which has 3 (three) exercises. This pattern is used for the organization of two kinds of materials which are events ordered by time and steps in a process.</td>
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<tr>
<td>Lesson 13</td>
<td>Lesson 13 COMPARISON/CONTRAST (Page 114-121)</td>
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<tr>
<td></td>
<td>This chapter is about comparison/contrast as one of patterns organization. It has 3 (three) exercises. Comparing/contrasting is a pattern a writer uses to show how two things are similar and/or different.</td>
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<tr>
<td>Lesson 14</td>
<td>Lesson 14 CAUSE/EFFECT (Page 122-130)</td>
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<tr>
<td></td>
<td>The last chapter is the last pattern organization of reading which is cause/effect. It has 5 (five) exercises. This patter is used to show how one event or condition is caused by another.</td>
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</table>

**Expert Validation**

Expert validation is a process of validating the product to make sure that the book developed is good enough to be used in the classroom. This step involved three experts from different areas of expertise.

Expert of Language and Linguistics gave so many suggestion on language used in the materials. He focused on how English should be used in learning English as a foreign language.

Expert of English language teaching suggested that the text should contain the pedagogy in teaching English context. So, instead of only containing pedagogy alone, she suggested putting English language teaching context to the materials because she argued that this is developed to be used in English language education program.

Expert of curriculum and teaching materials gave so many comments and notes on how a teaching material should be arranged. He argued that the sentences should be easily understood, the arrangement of chapters should be from easy to difficult part, and the illustration and figures should be adequate.
Try-out

Try-out was done three times which are individual try-out, small group try-out and big/class group try-out. This step involves students of Reading class English language education department University of Potensi Utama as the target users. Each try-out was followed by revision based on the students’ suggestions.

Individual target involved only one student of English language education department. She was chosen because she seemed to be capable to critically review and give significant input. From her, there were several input related to explanation of topics and vocabulary knowledge.

Small group try-out involved 7 students. The members were chosen and invited to use the reading materials. They gave some suggestions related to difficulty level of the text and some typing mistakes.

Class try-out (Big group try-out) involved one class consisting 29 students of English language education Department University of Potensi Utama. From this try-out, some input were gained such as that they suggested adding some figures and illustration in some parts of the chapters. Vocabulary knowledge is also suggested to be more provided to help students understanding the materials.

Overall, each try-out led to the same conclusion that students were enthusiastic and motivated to use this reading material soon. It is because they realize that this kind of book will bring two benefits altogether both improving reading skill and adding pedagogical knowledge.

Another good comment also came from the lecturer in Reading class. She said that not only students were motivated in using this reading material, but also she was eager and curious about how good outcome of Reading I class will appear after she taught by using this book. She believes that this book may facilitate the Reading I class and add students’ pedagogical knowledge; both are very important and useful for their future career as English teachers.
Dissemination

Dissemination is the last step of this research. It was activity of spreading out the result of this research and development. As being mentioned before, the last product of this research is the reading material which is integrated with pedagogical knowledge. In addition, this will become teaching materials used in Reading I class of English language education University of Potensi Utama.

This reading material was arranged to be published and used in Reading I class English Language Education Program of University of Potensi Utama. This book contains 132 pages and was entitled as “READING I: An English Education-Integrated Materials”. It was published by Perdana Publishing which belongs to Perdana Mulya Sarana Publishers Group. The ISBN of the book is 978-602-5674-73-0. Figure 1 shows the cover of the published version of this book.

![Figure 1. The cover of the book](image)

As the dean’s approval, this book was meant to be used in a half semester of Reading I class English Language Education Study Program for academic year 2018/2019 for the first time. Then, it will be used for next Reading I class in the whole semester as long as this book is concerned as good and adequate teaching reading materials.

DISCUSSION
This research deals with Research and Development (R&D) by improving Reading I materials integrated with pedagogical knowledge. This concept was adapted from Content-Based Instruction (CBI). Brown (2007) mentions that Content based Instructions (CBI) are integrating the learning of specific subject-matter content with the learning of a second language. The objective of CBI is to prepare students to acquire the languages while using the context of certain subject so that learners study the language by using it within the specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject.

This product is highly expected to be able to improve students’ ability and pedagogical knowledge. In addition, the lecturer who will use this book in reading class is also expected to be able to teach in various innovative teaching strategies. It is because he or she is the model of how to use this book in a good way.

This book is entitled "Reading I: An English Education-Integrated Materials". The textbook will contain 14 chapters representing 14 meetings in one semester. Each chapter addresses one topic related to reading ability. Integration with the pedagogical knowledge can be seen in exercises that contain the content of education. Words, sentences, and paragraphs presented are intended to indirectly add educational insight to students. Although the pedagogical knowledge is not the main focus in this textbook, its existence is considered to optimize teaching and learning activities.

Input from various parties about the products produced is very meaningful. Most of them give technical input about writing and drawing, not from the content or topic selection.

In implementing a CBI concept, there is a major worry about how the book will be used in the real class. Basic problem commonly happened in content based instruction in language class is that neither the language competence nor the content is achieved at the end of the class. The students might be caught in between. Therefore, the lecturer has the main role in how to achieve learning goals by using the book. He/she is the one who will make sure that the book is used properly and adequately as a useful learning source. In order to do so, it is better for the lecturers to be trained on how to use the book before the book is used in the classroom.
CONCLUSION AND SUGGESTION

From the elaboration above, some conclusions can be drawn as follows.

1. Reading materials developed by integrating its content with pedagogical knowledge was entitled by "Reading I: An English Education-Integrated Materials". The processes of developing this product were conducted through needs analysis, review of literature, developing product, expert validation, try-out and dissemination.

2. The previous Reading I book used in Reading I class contains general topics that does not contribute significantly to students’ knowledge on English Pedagogy in English Language Education Study Program of University of Potensi Utama.

3. Reading I materials integrated with pedagogical knowledge can meet the students’ needs in both improving their reading skills and developing their pedagogical knowledge which can be very useful in their future careers.

4. Both students and lecturers have positive attitudes toward the product entitled "Reading I: An English Education-Integrated Materials"; they cannot wait to use and take advantages of this reading materials in Reading I class.

In addition, there are some suggestions presented in this study.

1. It is expected that this book will be soon used in Reading I class and brings great benefits to English language education students by both improving their reading skill and adding their pedagogical knowledge,

2. It is necessary for Reading I lecturers to provide proportional assistance in the use of Reading I textbooks that have been produced.

3. Reading II textbook integrated with pedagogical knowledge also needs to be developed to facilitate the qualified Reading class in English Language Education Study Program University of Potensi Utama.

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