DEVELOPING CONTEXTUAL ENGLISH READING MATERIALS BASED ON SELECTED QUR'ANIC STORIES FOR GRADE X TAHFIDZ AL-QUR'AN STUDENTS

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ABSTRACT

Contextual English reading materials play an important role in helping students connect academic learning with their educational environment. This study aims to develop English reading materials based on the Contextual Teaching and Learning (CTL) approach using selected Qur'anic stories for tenth-grade students in the Tahfidz Al-Qur'an program at Ibnu Umar Boarding School. The development was motivated by the mismatch between existing instructional materials and the students' religious background, resulting in low learning motivation and poor reading comprehension, where 80% of students scored below the Minimum Mastery Criterion (MMC). This study employed a Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). During implementation, a quasi-experimental pre-test and post-test control group design was applied involving 30 students (15 experimental class, 15 control class). Data were collected through interviews, questionnaires, observations, and reading comprehension tests. The product developed was a printed learning module that integrated selected Qur'anic stories, reading comprehension exercises, and Higher-Order Thinking Skills (HOTS) questions. Validation results demonstrated high validity with an overall average of 95.58% (92.30% material expert; 95.94% media expert; 98.50% Islamic history expert). The module achieved a practicality score of 89.87% based on student responses. Statistical analysis revealed an increase in the experimental group's mean score from 44.13 to 78.33 with an N-Gain of 0.6379 (medium category), significantly outperforming the control group (45.47 to 64.07; N-Gain 0.3630). An independent samples t-test confirmed a statistically significant difference ($t = 2.251$; $p = 0.032 < 0.05$). In conclusion, the developed reading module is valid, practical, and effective in enhancing the reading comprehension skills of Tahfidz Al-Qur'an students.

Keywords*: English Reading Materials, Contextual Teaching and Learning, Qur'anic Stories.*

ABSTRAK

Materi bacaan bahasa Inggris yang kontekstual berperan penting dalam membantu siswa menghubungkan pembelajaran akademik dengan lingkungan pendidikan mereka. Penelitian ini bertujuan untuk mengembangkan materi bacaan bahasa Inggris berbasis pendekatan *Contextual Teaching and Learning* (CTL) dengan memanfaatkan kisah-kisah Qur'ani pilihan untuk siswa kelas X program Tahfidz Al-Qur'an di Ibnu Umar Boarding School. Pengembangan ini dilatarbelakangi oleh ketidaksesuaian materi ajar yang tersedia dengan latar belakang religius siswa, yang berdampak pada rendahnya motivasi belajar dan kemampuan pemahaman membaca (*reading comprehension*), di mana 80% siswa memperoleh nilai di bawah Kriteria Ketuntasan Minimal (KKM). Penelitian ini menggunakan pendekatan *Research and Development* (R&D) dengan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Pada tahap implementasi, desain eksperimen kuasi (*quasi-experimental pre-test and post-test control group design*) digunakan dengan melibatkan 30 siswa (15 siswa kelas eksperimen dan 15 siswa kelas kontrol). Data dikumpulkan melalui wawancara, kuesioner, observasi, dan tes pemahaman membaca pilihan ganda. Produk yang dihasilkan berupa modul pembelajaran cetak yang dirancang dengan mengintegrasikan kisah Qur'ani terpilih, latihan pemahaman bacaan, serta soal berbasis *Higher-Order Thinking Skills* (HOTS). Hasil validasi menunjukkan tingkat validitas yang sangat tinggi dengan rata-rata 95,58% (92,30% ahli materi; 95,94% ahli media; dan 98,50% ahli sejarah Islam). Modul juga memperoleh skor kepraktisan sebesar 89,87% berdasarkan respons siswa (kategori sangat praktis). Hasil analisis statistik menunjukkan peningkatan rerata tes kelas eksperimen dari 44,13 menjadi 78,33 dengan *N-Gain* sebesar 0,6379 (kategori sedang), secara signifikan lebih tinggi dibandingkan kelas kontrol (45,47 menjadi 64,07; *N-Gain* 0,3630). Uji *independent samples t-test* membuktikan perbedaan signifikan ($t = 2,251$; $p = 0,032 < 0,05$). Berdasarkan hasil tersebut, modul yang dikembangkan dinyatakan valid, praktis, dan efektif untuk meningkatkan kemampuan pemahaman membaca siswa Tahfidz Al-Qur'an.

Kata Kunci: Materi Bacaan Bahasa Inggris, Contextual Teaching and Learning, Kisah Qur'ani.

A. Introduction

Reading is one of the important aspects of English language learning, as it plays a crucial role in the development of students' language competence. Lubis and Harahap (2020) reveal that reading is not only important but also functions to explore knowledge and written messages. Wang and Leng (2023) state that reading is also a cognitive process involving comprehension, interpretation,

inference, and critical thinking. Anjarsari et al. (2022) found that the development of reading comprehension strongly supports students' critical thinking skills, especially in students' inference and evaluative abilities. Sangers et al. (2025) reported that extensive reading provides positive effects across key language learning indicators, including reading comprehension, vocabulary, fluency, and overall language proficiency, thereby showing that regular exposure to meaningful texts contributes to second language development.

Initial observation and an interview with the English teacher at Ibnu Umar Boarding School revealed that these students possess learning characteristics that differ from those of general EFL learners. They mostly spend their time memorizing, reciting, and internalizing Qur'anic verses. These daily activities help develop discipline, perseverance, concentration, and strong memory retention. Their learning environment is deeply rooted in spiritual, Islamic, moral, and Qur'anic values, which shape their academic habits and influence their perspectives. As a result, Tahfidz Al-Qur'an students tend to respond more positively to learning resources that connect with Islamic moral values found in the Qur'an, such as honesty, patience, gratitude, responsibility, and respect. However, the existing English learning materials at Ibnu Umar Boarding School do not adequately reflect the students' life backgrounds and familiar value systems.

The observation is also supported by the results of a diagnostic English reading comprehension test administered to 30 grade X students. The test results show that 80% of the students (24 out of 30 students) scored below the minimum mastery criterion (KKM) of 70, with individual scores ranging between 40 and 70. This percentage was calculated by dividing the number of students who scored below the KKM by the total number of tested students.

This underperformance stems from significant difficulties in two specific reading aspects: 90% of the students (27 students) struggled to find the main idea, and 70% of them (21 students) were unable to draw conclusions from the text. This issue is further strengthened by the reading interest questionnaire results administered to the same 30 respondents, which indicate that the students possess a low interest in reading English texts.

The main reason for this problem is that the story of "Putri Tangguk" is unfamiliar to the students. This folktale is different from their daily Islamic routines in the pesantren or Tahfidz environment. This is also supported by the questionnaire results, which show that students have a low interest in reading English texts that do not match their cultural background. Consequently, these reading difficulties may lead to below-average learning outcomes. Rahmawati et al. (2022) highlight that reading comprehension is essential for students because it serves as a foundation for learning. To address these specific difficulties, Contextual Teaching and Learning (CTL) provides an appropriate and relevant approach to language learning (Crawford, 2001; Johnson, 2002). CTL is an instructional approach that connects learning materials directly with students' real-life experiences, cultural backgrounds, and daily environments.

By presenting familiar contexts, such as Qur'anic stories for Tahfidz students, CTL activates students' prior knowledge, making English texts more meaningful and easier to process. This contextual familiarity directly addresses students' reading difficulties by helping them identify main ideas, draw accurate conclusions, and comprehend complex text structures. According to Sadilah et al. (2022), the Contextual Teaching and Learning (CTL) model can enhance students' learning motivation and outcomes because it helps students connect academic materials with real-life situations. This enables them to understand the relationship between the knowledge they acquire and its practical application in society.

Qur'anic stories have strong relevance, particularly for Tahfidz Al-Qur'an students, as they provide moral guidance and lessons that can be applied to daily life. By implementing CTL in English learning, these stories can make the learning process more meaningful and relevant to students. Therefore, the CTL approach is closely suited to the learning characteristics of Tahfidz Al-Qur'an students.

In addition, Irwansyah (2021) argues that Qur'anic stories have potential as contextual materials in English language teaching. Through meaningful engagement with these stories, learners can develop language skills while also exploring the moral and reflective dimensions of the texts. Nevertheless, Qur'anic stories can serve not only to reinforce moral values but also as meaningful resources for

language learning.

Despite several previous studies exploring the use of Contextual Teaching and Learning (CTL) in developing instructional materials, none of them specifically focus on developing contextual English reading materials based on Qur'anic stories tailored for Tahfidz Al-Qur'an students. Therefore, this study addresses the research gap by offering a specially designed printed module created using Canva that integrates selected Qur'anic narratives into English narrative texts. Unlike conventional reading resources, the novelty of this product lies in its integration of CTL principles with Higher-Order Thinking Skills (HOTS) exercises, structured vocabulary support, and reflective activities that directly connect English language competencies with students' religious backgrounds and spiritual values.

To fill this gap, the present study focuses on developing contextual English reading materials based on selected Qur'anic stories tailored to the learning background of Grade X Tahfidz Al-Qur'an students at Ibnu Umar Boarding School.

B. Research Methodology

The research method used in this study is Research and Development (R&D). According to Sugiyono (2018), R&D is a research method employed to design or develop particular products and to examine their feasibility. This study applies an R&D approach integrated with a quasi-experimental design during the implementation phase. A pre-test and post-test control group design was used to examine the effectiveness of the developed contextual English reading materials. The participants consisted of 30 Grade X Tahfidz Al-Qur'an students, with 15 students assigned to the experimental class and 15 students assigned to the control class. The experimental class received instruction using the developed CTL-based module, while the control class received instruction using conventional learning materials. The study focused on developing contextual English reading materials based on selected Qur'anic stories to help Grade X Tahfidz students comprehend narrative texts.

The study adopted the ADDIE model proposed by Branch (2009), encompassing Analysis, Design, Development, Implementation, and Evaluation.

This research was conducted at Ibnu Umar Boarding School, located in

Patumbak Pasar 5. The school was selected because the initial observation identified relevant instructional problems among Grade X Tahfidz Al-Qur'an students. The primary target of the developed product was Grade X Tahfidz Al-Qur'an students at Ibnu Umar Boarding School. During the implementation stage, the students participated in a classroom trial to evaluate the practicality and effectiveness of the developed product. The research involved three experts as validators: a material expert, an Islamic history expert, and a media expert.

The research used the ADDIE model as follows :

1. Analysis : Evaluated target needs and learning needs through a teacher interview and a student questionnaire.
2. Design : Formulated learning objectives and selected learning Qur'anic stories (Prophet Ayyub AS, Habil & Qabil).
3. Development : Created a module using Canva and validated it with the three experts using validation sheets scored on a likert scale.
4. Implementation : Conducted a classroom trial across five sessions (Pre-test, 3 treatment sessions and Post-test). The experimental class used the CTL-based module, while the control class learned through conventional method.
5. Evaluation : Evaluated practicality via a student Response Questionnaire and measured effectiveness using a 15-item multiple choice reading comprehension test (Pre-test and Post-test). Data were analyzed using percentage criteria for validity/practicality,alongside descriptive

Statistics, Shapiro-Wilk normality tests, Levene's homogeneity tests, Paired and Independent Sample t-tests, and N-Gain analysis in IBM SPSS.

The research instruments of this study are divided into three parts

1. Validation Checklist:Structured 4-point Likert scale instruments evaluated by expert (Material, Media, Islamic History)
2. Practicality Questionnaire: Administered to 15 experimental class students to measure usability, layout readability, CTL integration, and learning interest.
3. Reading Comprehension Test: A 15-item multiple-choice test validated for content, construct, and empirical reliability, administered as pre-tests and post-tests

C.Results and Discussion

1) Needs Analysis Findings

The needs analysis revealed that 73.3% of students felt less excited about their current English reading lessons, and 50% found the existing general textbook topics uninteresting. While 86.7% self-identified as beginner readers, 56.7% reported finding the main idea as the most challenging part. Notably, 40% explicitly preferred Qur'anic stories and Islamic history as their primary choice for reading topics, and 66.7% strongly supported integrating moral/religious values into English reading.

2) Validity of the Developed Module

The expert validation results demonstrated high validity across all evaluated categories :

Revisions suggested by experts included adding generic structure exercises, refining vocabulary (e.g., changing inappropriate words to contextually suitable terms), replacing illustrations with authentic imagery, and completing missing narrative details.

3) Practicality of the Developed Module

The students Response Questionnaire administered during the implementation phase as follows :

Aspects	Percentage	Category
Ease of Use and Readability	89.33%	Very Feasible
Attractiveness, Relevance and CTL Aspects	90.28%	Very Feasible
Feasibility and Efficiency	90.00%	Very Feasible
Average	89.87%	Very Feasible

4) Effectiveness of the Developed Module

The empirical effectiveness was evaluated by comparing reading comprehension test scores from the experimental and control groups.

a) Descriptive Statistics and N-Gain

Validator Category	Average Score (%)	Validity Status
Material Expert	92.30%	Very Valid
Media Expert	95.94%	Very Valid
Islamic History Expert	98.50%	Very Valid
Overall Average	95.58%	Very Valid

The following table present descriptive statistical summary and N-Gain calculations based on SPSS analysis :

Group	N	Pre-Test Mean (SD)	Post-Test Mean (SD)
Experimental	15	44.13 (10.68)	78.33 (8.16)
Control	15	45.47 (11.02)	64.07 (8.22)

Based on the criteria used in this study (≥ 0.70 = High; 0.30–0.69 = Medium; < 0.30 = Low), the experimental group's N-Gain score of 0.6379 falls into the Medium category, while the control group's N-Gain score of 0.3630 also falls into the Medium category. Although both groups were categorized as Medium, the experimental group obtained a higher N-Gain score than the control group.

b) Assumption Testing (Normality&Homogeneity)

Normality (Shapiro-Wilk): Pre-test experimental ($p = 0.481$) and pre-test control ($p = 0.479$) exceeded 0.05, confirming normally distributed data. Post-test scores also met normality criteria.

Homogeneity (Levene's Test): Pre-test variance homogeneity yielded $F = 0.478$, $p = 0.496 > 0.05$. Post-test variance homogeneity yielded $F = 0.004$, $p = 0.953 > 0.05$, confirming variance homogeneity between groups.

c) Inferential Statistical Testing

Paired-Samples t-test (Experimental Group): Showed a significant score increase from pre-test to post-test ($t = -9.293$; $df = 14$; $p = 0.000 < 0.05$). The control group also showed a significant increase ($t = -7.070$; $df = 14$; $p = 0.000 < 0.05$).

Independent-Samples t-test (Post-Test Comparison): Revealed a statistically significant difference between the experimental and control post-test scores ($t = 2.251$; $df = 28$; p

= 0.032 < 0.05), with a mean difference of 14.267 points in favor of the experimental group.

Inferential Test Results Summary

Test Type	Compared Variables	t-statistic	df
Paired t-test	Exp. Pre-test vs. Post-test	-9.293	14
Paired t-test	Ctrl. Pre-test vs. Post-test	-7.070	14
Independent t-test	Exp. Post-test vs. Ctrl. Post-test	2.251	28

5) Discussion

a. Validity of the Developed Module

The overall validation score of 95.58% places the module in the "Very Valid" category. This high validity rating stems from aligning the content with three key dimensions: curricular relevance, media design quality, and theological-historical accuracy. The Material Expert validated that integrating CTL components (constructing meaning, inquiry, questioning, learning community, modeling, reflection, authentic assessment) supports systematic reading skill development. The Media Expert highlighted that layout design created via Canva provided visual structure that maintained reader focus without visual clutter. Crucially, validation from the Islamic History Expert ensured that narrative adaptations preserved textual accuracy and respected sacred historical contexts, resolving a key limitation of generic public school materials (Fahriany & Wahyunengsih, 2025).

b) Practicality of the Developed Module

The practicality score of 89.87% reflects positive student reception regarding usability, layout clarity, and engagement. Integrating vocabulary glossaries, structured narrative summaries, and visually appealing typography lowered reading anxiety. Students reported that reading English stories based on familiar Qur'anic events made the texts easier to follow. These results align with research by Sambayon et al. (2023), who noted that contextualized instructional design enhances student engagement and instructional feasibility in language classrooms.

c) Effectiveness in Improving Reading Comprehension

The statistical analysis demonstrates that the CTL-based module effectively improved student reading comprehension. The experimental group's post-test mean score (78.33) was significantly higher than that of the control group (64.07), backed by an independent-samples t-test result (t = 2.251, p = 0.032)

From a cognitive perspective, this performance improvement can be explained through schema theory (Anjarsari & Febriani, 2022; Johnson, 2002). Tahfidz students possess well-established cognitive background knowledge (*schemata*) regarding Qur'anic stories. When reading narrative texts based on these familiar accounts, students do not need to construct entirely new situational models. Instead, they can map English linguistic structures, unfamiliar vocabulary, and complex clauses directly onto existing mental frameworks. This reduction in cognitive decoding load allows students to allocate more mental resources to higher-order comprehension tasks, such as drawing inferences, evaluating character motivations, and synthesizing moral lessons (Irwansyah, 2021; Wang & Leng, 2023). In contrast, the control group relied on standard generic texts, requiring students to process both unfamiliar cultural contexts and new language structures simultaneously, which resulted in lower reading gains (N-Gain 0.3630 compared with 0.6379).

E. Conclusion

This research developed, validated, and evaluated a CTL-based contextual English reading module incorporating selected Qur'anic stories for Grade X Tahfidz Al-Qur'an students at Ibnu Umar Boarding School using the ADDIE model. The conclusions are as follows:

1. Design & Development: The module was successfully developed by integrating seven core CTL components into narrative texts centered on Qur'anic stories (Prophet Ayyub A.S., Habil & Qabil, Prophet Khidr A.S.). The module was formatted using Canva and supplemented with HOTS exercises and target vocabulary lists.
2. Validity: The module achieved an overall expert validation score of 95.58% (Very Valid) across

material, media, and Islamic history evaluations.

3. Practicality: The module achieved a practicality rating of 89.87% (Very Practical) based on student responses, confirming readability, usability, and visual appeal.
4. Effectiveness: The module proved empirically effective in improving student reading comprehension. The experimental group's mean score increased from 44.13 to 78.33 with an N-Gain of 0.6379 (Medium category), significantly outperforming the control group (45.47 to 64.07, N-Gain 0.3630; $p = 0.032 < 0.05$).

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