DEVELOPING TASK-BASED SUPPLEMENTARY ENGLISH READING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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Abstract

The objectives of this research were: (1) to find out the the target needs of the eighth grade students regarding reading materials, (2) to find out the learning needs of the students regarding with reading materials, (3) to develop appropriate supplementary English reading learning materials for the students. This research was a research and development (R&D) study. It adapted the R&D model proposed by Borg and Gall (2003). The subjects were the eighth grade students of SMP 3 Bantul class 8B. The steps taken included conducting need analysis, designing the course grid, developing the first draft of the materials, performing expert judgement, and writing the final draft of the materials. There were two types of questionnaire used in this research. The first questionnaire was the needs analysis questionnaire. It was distributed to the students to find out their needs and characteristics. The second questionnaire was for the expert judgement. The data obtained from the needs analysis and the expert judgement were analyzed quantitatively through descriptive statistics. The data from the needs analysis were used to design the course grid and to develop the materials, while the data from the expert judgement were used to revise the developed materials. The results of this research showed that the supplementary reading materials that the students need are materials which are related to their daily life and contain the language features of the texts, vocabulary and grammar lessons, and interesting reading activities with pictures and colours. The product of this study was a set of task-based supplementary English reading materials for the eighth grade students of junior high school entitled "Reading Adventure". It consisted of three units. Each unit of the developed materials consisted of 19-20 reading activities. Based on the data from the expert judgment, the mean score of all aspects of the three developed units is 3.67. It fells into the range of $3.25 \leq x \leq 4$. It means that the developed materials were categorized as "Very Good". Therefore, it can be concluded that the task-based supplementary English reading materials are appropriate for the eighth grade students of junior high school.

Keywords: reading, supplementary English reading materials, task-based

PENGEMBANGAN BAHAN AJAR TAMBAHAN MEMBACA BAHASA INGGRIS BERDASARKAN TUGAS UNTUK KELAS DELAPAN SEKOLAH MENENGAH PERTAMA

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Abstrak

Penelitian ini bertujuan untuk: (1) mengetahui , (2) mengetahui , (3) mengembangkan bahan ajar membaca bahasa Inggris tambahan berdasarkan model pembelajaran berdasarkan tugas untuk kelas delapan sekolah menengah pertama.

Tujuan penelitian ini adalah : (1) untuk mengetahui kebutuhan tujuan dari siswa kelas 8 sekolah menengah pertama dalam belajar membaca bahasa Inggris, (2) untuk mengetahui kebutuhan pembelajaran dari siswa kelas 8 sekolah menengah pertama dalam belajar membaca bahasa Inggris, dan (3) untuk mengembangkan bahan ajar tambahan membaca bahasa Inggris berdasarkan model pembelajaran be untuk kelas delapan sekolah menengah pertama. Penelitian ini merupakan penelitian dan pengembangan (R&D). Prosedur penelitian yang digunakan diadaptasi dari model penelitian dan pengembangan Borg dan Gall (2003). Subyek penelitian ini adalah siswa kelas 8 SMP 3 Bantul kelas 8B.

Langkah-langkah dalam penelitian ini adalah mengadakan analisis kebutuhan, menulis silabus, menyusun materi, melakukan validasi materi oleh ahli, dan merevisi dan menyusun rancangan akhir materi. Ada dua jenis kuisioner yang digunakan dalam penelitian ini. Kuisioner yang pertama adalah analisis kebutuhan. Kuisioner ini didistribusikan kepada siswa untuk mengetahui kebutuhan dan karakter siswa. Kuisioner yang kedua untuk uji validasi materi. Data yang didapatkan dari analisis kebutuhan dan uji validasi materi kemudian dianalisa menggunakan statistik deskripsi. Data dari analisis kebutuhan kemudian digunakan sebagai dasar dalam penyusunan silabus dan materi. Sedangkan data dari uji validasi digunakan untuk merevisi draf pertama materi.

Produk penelitian ini berupa 3 unit materi tambahan membaca bahasa Inggris untuk siswa kelas 8 sekolah menengah pertama dengan judul *"Reading Adventure"*. Berdasarkan uji validasi didapatkan bahwa nilai rata-rata dari 3 unit materi adalah 3.67. Nilai ini berada pada rentang $3.25 \leq x \leq 4$ yang dikategorikan "sangat baik". Dapat disimpulkan bahwa materi tambahan membaca bahasa Inggris layak untuk untuk siswa kelas 8 sekolah menengah pertama.

Kata Kunci: Pengembangan, bahan ajar membaca, pembelajaran berdasar tugas.

INTRODUCTION

People all over the world want to study English since it is an international language and a medium of communication in many countries. Curriculum 2013 decides junior high school as the first place to learn English since it does not become a primary subject in elementary school. However, learning English is not as simple as it may seem to be. The students of junior high school, including SMP N 3 Bantul, have to accomplish the four major skills which are listening, speaking, reading, and writing. Compared to the other language skills, the reading skill should get a great focus in the teaching-learning process. Reading comprehension ability is crucial for junior high school students since most of the National Exam questions are in the form of reading comprehension questions. However, based on the preliminary observation that the researcher did at SMP Negeri 3 Bantul, it was found that there is still a gap between the textbook provided by the government entitled "When English Rings a Bell" and the ideal Curriculum 2013-based textbook regarding the reading activities.

Some of the materials in the textbook do not meet all of the requirements of the standard of competencies, especially in the reading parts. Some chapters of the textbook dealing with reading materials do not cover all of the aspects listed in the basic competencies like social function, generic structures of texts, text structures, and the other important language features. Besides, the textbook provided by the government entitled "When English Rings a Bell" revised edition of 2017 misses some basic competencies which are listed in the Indonesian Education and Cultural Ministry's Regulation Number 26 Year 2016 about the standard of competencies. For example, the textbook does not cover basic competencies 3.14 and 4.18 about narrative text in the form of fables. There is no unit in the textbook which discusses narrative texts or fables. Meanwhile, this type of text exists in the semester examination and the national examination.

The textbook also does not provide enough examples of reading passages and sufficient inputs which strengthen students understanding in reading. It also shows how little the exposure that the students receive dealing with their reading skills. Even the textbook does not give appropriate evaluation to check whether or not students have acquired the materials given in the chapters.

Furthermore, the English textbooks based on curriculum 2013 that are sold in the market are very limited. This condition makes teachers have only limited choices of teaching and learning sources. Dealing with the needs of appropriate materials, a supplementary English reading material besides the textbook is needed. As an aid to language learning, textbook facilites students to do the exercises and practices during the learning process. Besides the curriculum that function as an important guide in the education system, textbook is expected to be able to develop the scientific attitude, scientific creativity and the intelligence of the students.

In supplementary English reading material development, task-based language teaching is one of the most suitable methods to be applied because it has some principles that are appropriate with the teaching of reading. Nunan (2004: 35) proposes several principles of task-based language teaching, including : (1) using a need-approach in content selection, (2) focussing on the target language, (3) using authentic texts, (4) focussing on learning process, (5) linking with language use outside the classroom, and (6) using students' own personal experiences as important

contributing elements to classroom learning.

RESEARCH METHOD

This research was classified as research and development (R & D). Borg and Gall (2003:570) state that R & D is a process used to develop and validate educational products.

This research was conducted at SMP N 3 Bantul which is located in Peni Street, Palbapang, Bantul, Yogyakarta. in the second semester of the academic year 2016/2017 from March to May 2017 and started by conducting a preliminary study. The participants were the eighth grade students of SMP N 3 Bantul in the academic year of 2016/2017. Their ages ranged from 11 to 13 years old. Most of them were from middle class family and their native language was Javanese Language.

The procedure of this research consists of five steps. It follows the research procedure proposed by Borg and Gall (2003). The steps are: (1) conducting needs analysis, (2) designing the course grid, (3) developing the first draft of the materials, (4) getting expert judgement, and (5) revising the materials.

The data collection techniques used were distributing questionnaires for student, interviewing the teacher and distributing questionnaires for expert judgement. The first questionnaire was aimed to get information about the students' needs and to gain information from the English teachers to develop the tasks. The students' characteristics and learning resources were observed by doing a need analysis. The second questionnaire was administered to obtain information from the experts about the first draft of the developed task for evaluating and revising the task.

To find the validity of the instrument, the researcher used content validity. Alpha Cronbach formula was used to measure the reliability in this research, especially in expert judgment. There were five possible points. They were Strongly Agree for 5 points, Agree for 4 points, Quite Agree for 3 points, Not Agree for 2 points and Very Not Agree for 1 point. Then, the researcher made a recapitulation and conclusion of the students, respondents' and expert's answers.

RESEARCH FINDINGS

The materials consist of three units. Unit 1 which is entitled "You are Invited" consists of 19 tasks. It was derived from basic competencies 3.4 and 4.4. which focused on short fuctional texts, invitation, and greeting card. Unit 2 which entitled "Having a Good Day" consists of 19 tasks. It was derived from basic competencies 3.12 and 4.14. which focus on recount texts. Meanwhile, Unit 3 which is entitled "Once Upon a Time" consists of 20 tasks. It was derived from basic competencies 3.14 and 4.18. which focused on narrative texts. These units are already in line with the requirements of the curriculum since the kind of texts that should be taught to the eighth grade students are short functional text, invitation, recount text, and narrative text. (BSNP, 2014; Ministry of Education and Culture, 2014; Curriculum 2013)

Each unit of the materials has eight main parts: Let's Get Ready, Let's Read, Grammar Zone, Let's Practice More, Evaluation, Reflection, Summary, and Vocabulary List. These sections have already reflected the principles of task-based language teaching as proposed by Nunan (2004). The principles are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection.

The developed materials are also already in line with some principles of a good material proposed by Tomlinson (1998).

After designing the reading materials, the product was evaluated in the expert judgment step (Borg and Gall, 1983). The questionnaire for the expert judgement contained two sections. They were open-ended questions and close-ended questions. The expert also gave some corrections and suggestions to the developed materials. The aspects that were evaluated in the expert judgement meet the aspects proposed by BSNP which are: the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the graphic.

Table 1: **Validation of All Units in the Developed Materials**

No.	Components	Mean	Description
1.	**Appropriateness of the content**		
	. Unit 1	4	Very Good
	. Unit 2	4	Very Good
	Unit 3	4	
2.	**Appropriateness of the content**		
	. Unit 1	3.42	Very Good
	. Unit 2	3.14	Good
	Unit 3	3	Good
3.	**Appropriateness of the content**		
	. Unit 1	3.62	Very Good
	. Unit 2	3.87	Very Good
	Unit 3	3.62	Very Good
4.	**Appropriateness of the content**		
	. Unit 1	4	Very Good
	. Unit 2	4	Very Good
	Unit 3	4	Very Good

Based on the table, it can be seen that the mean score of the appropriateness of the content of Unit 1 is 4.00 which is categorized as "Very Good". The mean score of the appropriateness of the language in Unit 1 is 3.42 which is categorized as "Very Good". The mean score of the appropriateness of the presentation of Unit 1 is 3.62 which is categorized as

"Very Good". The mean score of the appropriateness of the graphic of Unit 1 is 4.00 which is categorized as "Very Good".

The result of unit 2 shows that the mean score of the appropriateness of the content of Unit 2 is 4.00 which falls into the "Very Good" category. The mean score of the appropriateness of the language of Unit 2 is 3.14 which falls into the "Good" category. The mean score of the appropriateness of the presentation of Unit 2 is 3.87 which falls into the "Very Good" category. The mean score of the appropriateness of the graphic of Unit 2 is 4.00 which falls into the "Very Good" category.

The result of unit 3 shows that the mean score of the appropriateness of the content of Unit 3 is 3.70 which is categorized as "Very Good". The mean score of the appropriateness of the language of Unit 3 is 3.00 which is categorized as "Good". The mean score of the appropriateness of the presentation of unit 3 is 3.32 which is categorized as "Very Good". The mean score of the appropriateness of the graphic of Unit 3 is 4.00 which is categorized as "Very Good".

CONCLUSIONS AND SUGGESTIONS

Based on the results of the needs analysis, most of the students' main goal in learning English (30%) is to be able to pass English examinations (UTS, UAS, and UN). Besides, most of the students' main goal in reading English materials (42%) is to develop their English reading skills. In reading activity, most of the students (24%) have difficulty in finding the meaning of certain words. Meanwhile, most of the students want to be able to master vocabulary (28%) and strategies in answering reading questions (22%). In terms of the existence of the pictures in the materials, most of the

students (49%) prefer layout with pictures and colour.

Based on the result of the expert judgment, the developed materials are considered appropriate. The materials were developed by using the task-based principles proposed by Nunan (2004). It was also developed based on the core competence and the basic competence for the eighth grade students. The task-based supplementary English reading materials consist of three units.

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