

## DEVELOPING ENGLISH READING-WRITING SUPPLEMENTARY MATERIALS FOR EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

### *MENYUSUN MATERI TAMBAHAN READING-WRITING BAHASA INGGRIS UNTUK SISWA KELAS DELAPAN SEKOLAH MENENGAH PERTAMA*

By: Ulfah Azizi Putri, Siti Mahripah, M.App.Ling., English Language Education Department, Faculty of Languages and Arts, Yogyakarta State University  
aziziulfah@gmail.com

#### **Abstract**

The objectives of this research were 1) to identify the target and learning needs of eighth grade students of junior high school and 2) to develop appropriate English reading and writing supplementary materials for eighth grade students of junior high school based on Curriculum 2013. This research was a Research and Development (R&D) study. The procedures of this study were conducted by adapting the model of research and development proposed by Jolly and Bolitho (1998). The procedures of the research were 1) identifying the needs of the students by conducting need analysis, 2) writing the course grid, 3) designing the materials/first draft, 4) evaluating the materials, 5) revising and producing the final draft. The needs analysis revealed that the students felt that both reading and writing skills were important for them, however, due to the fact that most of the students lacked vocabulary mastery and had low English proficiencies, they found both reading and writing activity to be difficult. This situation led to the development of the product of this research. The product of this research was a supplementary reading-writing material for grade eighth students of junior high school entitled "Fun with English". There were three units compiled within the materials, "Special Days", "It is Tragic" and "Notice the Message of the Announcement". Each unit was organized using scientific method consisting the stages of Observing & Questioning, Collecting Information, Associating, Communicating and Reflection, ranging from 15-16 tasks. Referring to the result of the expert judgment, the whole aspects within the developed materials had a mean of 3.28, thus, the developed material can be categorized as "very good", as the mean score was positioned between the interval of 3.25 and 4 within the quantitative data conversion table by Suharto (2006).

Keywords: English reading-writing supplementary materials, scientific method, junior high school

#### **Abstrak**

*Tujuan dari penelitian ini adalah 1) mengidentifikasi kebutuhan target dan kebutuhan belajar siswa kelas delapan sekolah menengah pertama dan 2) menyusun materi tambahan reading-writing bahasa Inggris yang layak untuk siswa kelas delapan sekolah menengah pertama yang berlandaskan pada Kurikulum 2013. Penelitian ini dikategorikan sebagai Research and Development (R&D). Prosedur yang diterapkan dalam penelitian ini diadaptasi dari prosedur pengembangan materi yang dikemukakan oleh Jolly dan Bolitho (1998). Tahapan - tahapan pada penelitian ini meliputi 1) mengidentifikasi kebutuhan siswa dengan melakukan analisa kebutuhan, 2) menyusun course grid, 3) mendesain materi draft pertama, 4) mengevaluasi materi yang dikembangkan, 5) melakukan revisi dan memproduksi draft akhir materi. Analisa kebutuhan menunjukkan bahwa para siswa menganggap kemampuan reading dan writing sebagai hal yang penting untuk mereka, namun, dikarenakan tergolong kurang dalam aspek kosa kata dan memiliki tingkat profisiensi yang rendah, mereka menganggap aktifitas reading dan writing sebagai hal yang sulit. Situasi ini berujung pada pengembangan produk dari penelitian ini. Produk dari penelitian ini merupakan materi tambahan reading-writing Bahasa Inggris untuk siswa kelas delapan sekolah menengah pertama yang berjudul "Fun with English". Ada tiga unit yang termasuk dalam materi tersebut, "Special Days", "It is Tragic", dan "Notice the Message of the Announcement". Setiap unit diorganisasi menggunakan scientific method, mencakup tahapan Observing & Questioning, Collecting Information, Associating, Communicating dan Reflection, dan terdiri dari 15-16 task tiap unit. Merujuk pada hasil dari penilaian ahli, setiap aspek dalam materi yang dikembangkan memiliki nilai rerata 3.28, maka dari itu materi yang dikembangkan dapat dikategorikan "sangat baik", karena nilai rerata terletak diantara interval 3.25 dan 4 dalam tabel konversi data kuantitatif oleh Suharto (2006).*

Keywords: Materi tambahan reading-writing bahasa Inggris, scientific method, sekolah menengah pertama

## INTRODUCTION

Nowadays, in this globalization era, English is considered as an international language that enables people from different countries and different languages to communicate with each other. In Indonesia, English is initially introduced as a compulsory subject in junior high schools levels. According to the *Kompetensi* mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 64 Tahun 2013* there are four major skills need to be mastered by Indonesian students, including reading and writing.

Reading is necessary for the students to gain knowledge and information as many of them are found in the written forms. Because of that reason, it is undeniable that reading skill can be seen as the most essential skill in the educational context. Furthermore, through reading, students interact directly with the English language, thus increasing their knowledge of the structures and the words contained in the language.

Meanwhile, writing helps the students to learn the language as they become involved in the new language when they write. It also encourages students to get used to the grammatical structure of the language. Moreover, through writing, the students will have the chance to express their ideas or things that they have already learned. Among the four skills, writing is considered to be difficult because it requires the writers to control the content, grammatical structure, vocabulary, spelling, and punctuation.

Based on the explanations above, reading and writing skills are crucially needed to be mastered in the globalization era. The ability to process the information through reading and to express their ideas into written texts are highly needed in digital era where people can easily get and share the information they want in books, magazines, newspapers, and internet. Furthermore, in higher educational levels or

in the workplace, professional communication like proposals, memos, reports, applications, and e-mails require both reading and writing skills.

Despite the importance of reading and writing in global communication, the skills are not easy to be learned by the students. According to the Curriculum 2013, the standard competences for reading and writing skills, which should be mastered by eighth grade students, are composing and responding short functional texts and simple essays in the form of descriptive, recount, narrative texts, and other form of essays in daily life contexts. A close observation done by the researcher of eighth grade students at SMP N 12 Magelang revealed that students' reading and writing comprehension were still low. For their reading comprehension, it could be seen that the students had many difficulties in understanding the texts given by the teacher. As for their writing comprehension, they are often unable to express their ideas and made occasional grammatical errors.

There are many ways to improve the students' reading and writing skills in language learning. One of the ways is by using appropriate materials. Tomlinson (1998) defines materials as anything that help teacher to teach language learners. It can be in the form of textbooks, audios, cassettes, CDs, pictures, newspapers, paper handouts, or even a written paragraph in the whiteboard. Materials have important roles in the learning process. The use of good materials facilitates the students to learn effectively and efficiently. In the teaching-learning process, teachers have to use or to develop the suitable materials to help the students improve their reading and writing skills. However, it was found that many eighth grade students at SMP N 12 Magelang still felt that the basic material used in the classroom was boring and not interesting. The

basic book provided by the Indonesian government, *“When English Rings a Bell”*, was good but did not cover all of the students’ needs. The book was lack of reading and writing activities and assignments. It did not give the students the motivation to read and write. Therefore, supplementary materials were considered necessary. The supplementary materials did not only fulfill the students’ needs, but also made them interested and motivated to read and write.

## RESEARCH METHOD

Since the objective of this research was to develop appropriate English reading-writing materials for eighth grade students, this study was categorized as educational research and development (R&D). The research was conducted in SMP N 12 Magelang. The school is located at Sukarno Hatta Street, South Tidar, Magelang. It consists of 18 classes, ranging from seventh grade until ninth grade with 6 classes in each grade. The main subject of this study was the eighth grade students of SMP N 12 Magelang, consisted of 6 classes, class A, B, C, D, E, and F. They were represented by the 34 students of class A based on practical consideration. The secondary subject in this study was the eighth grade English teacher. The research procedures were adapted from Jolly and Bolitho (in Tomlinson, 1998) with some modification. The steps of research procedures that used in this research were conducting need analysis, writing course grid, developing first draft of the materials, getting experts’ judgment, and revising the first draft of the materials.

There were two main instruments used in this research, the first one was questionnaire and the second one was interview guideline. Questionnaire was used as the instrument in this research as it can cover large group of participants in short time. In this research, there are two kinds of questionnaires including the needs analysis questionnaire and expert’s judgment questionnaire. The need analysis questionnaire was made to find out the target needs and learning needs of the students, while the expert’s judgment questionnaire was made to evaluate the appropriateness of the developed materials. The interview guideline was used to interview the teacher to find out any additional information regarding the students’ needs.

There were two types of data in this research, quantitative data and qualitative data. The quantitative data were obtained through the questionnaires. There were two types of questionnaires used in this research. The first questionnaire was used to analyze the needs of the students. The result from the need analysis questionnaire was then analyzed quantitatively by using percentage. The second questionnaire purposed to gain the data from the expert in order to evaluate and to revise the developed materials. Four-scaled Likert-Scale was used as the measurement for the questionnaires in evaluating the developed materials. The data from this questionnaire were analyzed quantitatively through descriptive statistics. The result of the calculation was then converted to describe analysis in terms of its appropriateness proposed by Suharto (2006).

As for the qualitative data, they were gained through interviewing the English teacher. The data were analyzed through the use of data analysis model proposed by Miles, Huberman and Saldana (2014). The steps consist of data condensation, data display and conclusion drawing and verification. The data condensation was done to select and simplify the data collected from the interview with the English teacher. Data display was conducted next in order to organize and assemble the information gained from the interview with the English teacher and to present the results alongside the needs analysis' results. These previous steps were then completed with conclusion drawing.

## **RESEARCH FINDINGS AND DISCUSSION**

This research was aimed to develop suitable reading-writing supplementary materials for the eighth grade students of junior high school. In developing the materials, there were some steps needed to be followed. The first step of this research was conducting needs analysis, which was conducted at SMP N 12 Magelang. The data were gathered by distributing questionnaires to the eighth grade students and by interviewing the teacher. The questionnaire was constructed based on the guidelines proposed by Hutchinson and Waters (1987) and Graves (2000), while the interview guideline was constructed based on the theory proposed by Rossi in Gall et al (2003), Hutchinson and Waters (1987), and Graves (2000). These procedures were carried out in order to find out the target needs, present situation of the learner' knowledge and the learning needs of the learners.

Target needs deal with some aspects that the learners need to be able to deliver a successful communication in the target language and situation by the end of the course (Chambers, in Songhori, 2008; Graves, 1996; Hyland, 2006). In other words, analyzing these needs will provide the course developer, or in this case, the material developer with the target goals for materials. Analyzing the learners' present knowledge is also important as it attempts to identify the learners' condition, knowledge and situation at the beginning of the course (Songhori, 2008), or to discover the learners' past learning experiences (Hakim, 2013). Aside from those previous two, analyzing the learners' learning needs is also essential, as it attempts to find out kinds of strategies, and ways of learning that will engage the learners to learn another language.

After the data from the needs analysis being analyzed, the next step conducted within this research was the development of the course grid. The development of the course grid included the process of unit design development. In developing the unit, there are some components of unit which are needed to be understood by the material developer. The first component in a unit is input, which may take form in texts, dialogues, recordings and any other example of communicative data. It provides the learners with the correct model of language use, and a topic for communication. The second component is content focus, referring to the linguistic content and non-linguistic content within the unit, which provides a meaningful communication in the classroom situations. The third component is language focus, referring to lessons or activities,

which provide the learners to study how the language works. The last component in a unit is task. It is referring to the communicative task or other task, which helps the learners to enhance their knowledge regarding the topic within the unit (Hutchinson and Waters, 1987).

Taking these components of unit into account, the next thing conducted by the material developer was designing the unit. The material developer adapted some steps proposed by experts in designing the unit (Nunan, 1991; Graves, 2000; Lowe, 2001). The first thing carried out by the material developer was selecting the topic of the unit, based on the needs analysis result and the basic competences listed within the curriculum 2013, including basic competence 3.4 regarding greeting cards discussed within the first unit entitled “Special Days”, basic competence 3.12 regarding recount text discussed within the second unit entitled “It is Tragic”, and basic competence 3.13 regarding short messages and announcement discussed within the third unit entitled “Notice the Message of the Announcement”. The previous step was followed with collecting some authentic data to be used as the input within the materials. It was followed by deciding the organizing principle of the unit, which was scientific method, and the goal and the objective of each unit. Afterwards, the material developer started to create appropriate learning activities which were focused on language elements, learning strategies and application tasks and began to develop the first draft of the material.

In the development of the learning activities within the first draft of the material,

there was something needed to be taken into account by the material developer which was the components of task. There are six components which make up a task including *goals, input, procedures, teacher’s role, learner’s role* and *settings* (Nunan, 2004). ‘Goals’ refers to the general intentions behind any learning task, which provide a link between a task and the curriculum. Input refers to any data whether spoken, written or visual which the learners obtained to complete a task. ‘Procedures’ deals with what the learners will actually do with the input. ‘Roles’ refers to the part that will be carried out by the teacher and learner in the learning processes, while ‘setting’ here refers to the classroom arrangement and situation specified and implied in the task.

After considering the components of tasks, the material developer started to develop the tasks within the materials, by adapting the steps proposed by Nunan (2004). The steps consisted of deciding the goal of the task, choosing the appropriate input, and designing the task. There are sixteen tasks developed for the first unit, sixteen tasks for the second unit and fifteen tasks for the third unit distributed among the five stages of scientific method within each unit. In the observing and questioning stage, there are four tasks included for all the units, which are purposed to introduce the learners with the topic of the unit. In the collecting information stage, there are five tasks included for the first unit, one task for the second unit and two tasks for the third unit. These tasks are purposed to provide the learners with explanations regarding the topic of the unit, the generic structure and the genre of the

text. In the associating stage, there are three tasks for the first unit, eight tasks for the second unit and six tasks for the third unit. The tasks within this stage are mainly focused on the learners' reading ability, which requires the learners to associate their previously collected information in conducting the tasks. In the communicating stage, there are three tasks included within the first unit, two tasks included within both the second and the third unit. The tasks within this stage are focused on the learners' ability in writing, in which requires them to depend on their understanding regarding the topic within each unit. As for the reflection stage, there is one task included for all units, which provides the learners with a chance to reflect on their learning.

After the development of the first draft, the next step conducted within this research was getting the expert judgment, by distributing the expert judgment questionnaire to an expert. The items within the questionnaire were adapted from BNSP (2006), with 26 items for each unit, distributed among four aspects including the suitability of the content, the suitability of the language, the suitability of the presentation and the suitability of the graphic. After being evaluated, the results showed that the developed reading-writing supplementary material for eighth grade students of junior high school is suitable with the learners' target needs and learning needs, and thus indicates that the purpose of this research has been achieved.

## CONCLUSIONS AND SUGGESTIONS

Based on the result of the expert judgment, it can be concluded that the developed

material is considered to be appropriate. The material was developed based on the target needs, the learning needs and the curriculum 2013. There are three units within the developed material covering basic competence 3.4 regarding greeting cards, basic competence 3.12 regarding recount text and basic competence 3.13 regarding short messages and announcements. The first unit is entitled "Special Days", the second unit is entitled "It is Tragic", and the third unit is entitled "Notice the Message of the Announcement". Each unit is developed based on the topic preferred by the learners, reflected their real life situations and organized using scientific method, including the stages of observing and questioning, collecting information, associating, communicating and reflection. For the observing and questioning stage, there are four tasks included for all of the unit, which are purposed to provide the learners with the input and to introduce them to the topic of the unit. For the collecting information stage, there are 5 tasks included within the first unit, one task for the second unit, and two tasks for the third unit, which are purposed to provide the learners with the explanations regarding the social function, generic structure and language elements within the text. For the associating stage, there are three tasks included for the first unit, eight tasks for the second unit and 6 tasks for the third unit, which are focused on reading skills and aimed to provide the learners with some activities which require them to associate their knowledge in order to prepare them with independent activities in the following stage. For the communicating stage, there are three tasks included for the first unit,

and two tasks for the second and the third unit, which are mainly focused on the writing skills, aimed to encourage the learners to be independent learners and to evaluate their learning processes. As for the reflection stage, there is only one task for all units, aimed to provide the learners with a chance to reflect on their learning.

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