

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE VII STUDENTS AT SMPN 12 MAGELANG

PENGEMBANGAN BAHAN AJAR BAHASA INGGRIS UNTUK SISWA KELAS VII DI SMPN 12 MAGELANG

By: Andi Yosee Rivai, Dra. Jamilah, M.Pd. English Language Education Program, Faculty of Languages and Arts,
Yogyakarta State University
andiyosee@gmail.com

Abstrak

This study aimed 1) to identify the target needs, learning needs and 2) to develop the appropriate English learning materials for grade VII students at SMPN 12 Magelang based on Curriculum 2013. This research was categorized as Research and Development (R&D) study. The procedures conducted within this research were adapted from the procedures of research and development proposed by Jolly and Bolitho (in Tomlinson, 1998). The procedures included the steps of 1) conducting needs analysis, 2) designing the course grid, 3) developing the first draft of the material, 4) getting the expert's judgment, and 5) revising the final draft of the material. The result of the needs analysis identified that the grade VII students at SMPN 12 Magelang had low English proficiency and that the book currently used by the students was not enough to provide them with the guidance they need and thus, resulting in the development of the product of this research. The product of this research was English learning materials for grade VII students at SMPN 12 Magelang, entitled "Learning English". The book consisted of three units, "I am a Student", regarding introduction, "Now is January", regarding days and months, and "It is Seven pm", regarding time. The units were divided into 5 parts representing the stage of TBLT approach proposed by Nunan (2004) including 1) getting started, which represented the stages of TBLT regarding schema building, controlled practice and authentic listening practice, 2) checkpoint 1, which represented the stage of TBLT regarding focus in linguistic elements, 3) checkpoint 2, which represented the stage of TBLT regarding freer practice, 4) evaluation, which represented the stage of TBLT regarding pedagogical task, and 5) reflection.

Kata kunci: English Learning Material, TBLT, Junior High School

Abstract

Penelitian ini bertujuan untuk 1) mengidentifikasi kebutuhan target dan kebutuhan pembelajaran siswa, dan 2) mengembangkan materi pembelajaran Bahasa Inggris yang layak dan berlandaskan pada Kurikulum 2013 untuk siswa kelas VII di SMPN 12 Magelang. Penelitian ini dikategorikan sebagai Riset dan Pengembangan (Research and Development). Prosedur yang dilaksanakan dalam penelitian ini diadaptasi dari prosedur pelaksanaan riset dan pengembangan yang dikemukakan oleh Jolly dan Bolitho (Tomlinson, 1998). Prosedur tersebut meliputi langkah 1) melaksanakan analisa kebutuhan siswa, 2) mendesain course grid, 3) mengembangkan draft awal materi, 4) mendapatkan evaluasi dari ahli, dan 5) melakukan revisi sebagai draft akhir dari materi. Hasil dari analisa kebutuhan mengidentifikasi bahwa siswa kelas VII di SMPN 12 Magelang memiliki profisiensi Bahasa Inggris yang rendah dan fakta dimana buku yang mereka gunakan tidak menyediakan bimbingan yang mereka butuhkan, yang kemudian menjadi alasan dibalik pengembangan produk dari penelitian ini. Produk dari penelitian ini adalah materi pembelajaran Bahasa Inggris untuk siswa kelas VII di SMPN 12 Magelang yang berjudul "Learning English". Buku tersebut berisikan 3 unit, "I am a Student", mengenai topik pengenalan, "Now is January", mengenai topik hari dan bulan, dan "It is Seven pm", mengenai topik waktu. Unit-unit tersebut dibagi menjadi 5 bagian yang merepresentasikan tahapan-tahapan TBLT yang dikemukakan oleh Nunan (2004), termasuk 1) getting started, yang merepresentasikan tahapan TBLT mengenai schema building, controlled practice, dan authentic listening practice, 2) checkpoint 1, yang merepresentasikan tahapan TBLT mengenai focus in linguistic elements, 3) checkpoint 2, yang merepresentasikan tahapan TBLT mengenai freer practice, 4) evaluation, yang merepresentasikan tahapan TBLT mengenai pedagogical task dan 5) reflection.

Keywords: Bahan Ajar, Bahasa Inggris, TBLT, SMP

INTRODUCTION

English, as one of the international languages, has become a compulsory subject in junior highschool and senior highschool in Indonesia, including SMPN 12 Magelang. Because of that, it is certain that a successful teaching and learning process of English language is important. In order to be successful, there are many factors, which contribute to the success of the process, including the use of a course book. The course book plays an important part for both teachers and learners as teachers need the course book as the base of their teaching and students need the course book for their main way of learning in classes. However, based on the observation conducted by the researcher, there are some problems revolving around the course book used by the seventh grade students in SMPN 12 Magelang, which contribute to the failure of the teaching and learning processes.

The book used by the seventh grade students at SMPN 12 Magelang is entitled 'When English Rings a Bell'. This book is organized using scientific method, which is proposed by the government within curriculum 2013. The use of the scientific method is originally hoped to be able to promote a learner-centred learning, which is supposed to facilitate the students' learning processes. However, during the teaching practice program of the researcher, it had been observed that this was not the case for the seventh grade students at SMPN 12 Magelang. While 'When English Rings a Bell' is actually a good book,

both the teacher and the students found some problems regarding this book, including the lack of explanations, examples and exercises. The same problem had been experienced by the researcher himself as both the teacher and the researcher had to provide or to make other materials in teaching the English language as the book could not attract the students' interest and fulfilled their needs. These conditions have to be improved immediately as the role of the materials in teaching English is important as stated by Richards (1990) that materials should be based on the learning principles, appropriate with the learners' needs, contain examples of how the language is used and provide opportunities for the use of communicative and authentic language.

Based on this situation, the development of the materials to help the English teaching and learning processes is essential. Therefore, the focus of this study was developing English learning materials of VII grade students at SMPN 12 Magelang.

RESEARCH METHOD

This research is categorized as educational R&D as the objective of this research is to develop appropriate English learning materials for VII grade student at SMP N 12 Magelang. The study was conducted on February 2017 at SMP N 12 Magelang. The subjects of this study were the VII grade students at SMP N 12 Magelang, which were represented by the students of class VII A consisted of 31 students.

The research procedures were adapted from Jolly and Bolitho (in Tomlinson, 1998). There were 5 steps of the research procedures used in this study which 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 questionnaires used within this research, the need analysis questionnaire and the experts' judgment questionnaire. The need analysis questionnaire was purposed to identify students' needs and the experts' judgment questionnaire was for the experts to evaluate the materials developed by the researcher. The needs analysis data were analysed into percentage. The percentage was gained from the divided of the frequency by the total of the respondents, which is multiplied by 100%. The expert's judgment data were analysed and converted to describe analysis in terms of its appropriateness, by calculating the mean score. After being analyzed, the data were categorized into four grades, poor, fair, good and very good. This categorization follows Suharto's quantitative data conversion (Suharto, 2006).

RESEARCH FINDINGS AND DISCUSSION

This research was focused on developing appropriate English learning materials for the seventh grade students of SMPN 12 Magelang. Within this research, there were some procedural stages needed to be followed. The stages of the research were adapted from the research and development model by Jolly and Bolitho (in Tomlinson, 1998), consisting of conducting the needs analysis, writing the course grid,

developing the first draft of the material, getting the expert's judgment and revising and writing the final draft of the material. The needs analysis, as the first step executed, was conducted in order to find out the students' target needs and learning needs. Target needs include several aspects of language which were needed to be mastered by the students, in order to be able to communicate using the target language in the target situation (Hyland, 2006), while learning needs deals with ways of learning, which is able to attract the students' interest in learning the target language. The data for the needs analysis were gathered by distributing questionnaires to the research subjects, the seventh grade students of VII A at SMPN 12 Magelang. The data were analysed into percentage and presented in the form of tables, listed within the previous section. The results of the data were used as a basis for the next step conducted in this research, which was developing the course grid.

The course grid was developed in order to provide a guideline for the development of the material. Judging from the result of the needs analysis, the course grid of the material included four basic competences listed within the Curriculum 2013, which were basic competences 3.2 and 4.2 regarding introduction and basic competences 3.3 and 4.3 regarding days, months and time. These competences were covered in three unit, unit 1 entitled "I am a student" regarding introduction, unit 2 entitled "Now is January" regarding days, months and year, and unit 3 entitled "It is Seven pm" regarding time. Each unit were divided into 5 parts, including getting started, checkpoint 1, checkpoint 2,

evaluation and reflection. The first part, which was getting started, reflected the stages of TBLT regarding schema building, controlled practice and authentic listening practice. The activities within this part are aimed to introduce the topic or the idea of the unit and to provide the students with some examples and practices to use the target language, including some intensive listening practices, because the students feel that they need to be given some examples and exercises in order to understand the target language. The second part, checkpoint 1, covered the stage of TBLT regarding focus in linguistic elements. The activities in this part are designed to provide the students with some explanations and practices regarding vocabularies and grammar used within each unit, because the students feel that they need to be given some explanations regarding the target language. The third part, checkpoint 2, encompassed the stage of TBLT regarding freer practice. As the needs analysis' results reveal that the current book used by the students is lack of exercises, the activities included in this part are developed to provide the students with some further practices, focusing on the speaking and the writing skills. The fourth part, which is evaluation, covered the stage of TBLT regarding pedagogical task. The tasks are aimed to evaluate and to assess the students' understanding regarding the topic within each unit. As for the last part, which is reflection, it consists of some activities which provided the students with a chance to reflect on their learning. After the development of the course grid was finalized, the development of the first draft of the material start was started.

The first unit, entitled "I am a Student", consisted of 28 tasks, completed with a self-check, a summary and a vocabulary list. These tasks were distributed into the 5 parts of the unit, with 6 tasks for the first part, 11 tasks for the second part, 6 tasks for the third part, and 5 tasks for the fourth part, while the last part consisted of a self-check, a summary and a vocabulary list. The second unit, entitled "Now is January", consisted of 27 tasks and also completed with a self-check, a summary and a vocabulary list. The tasks were also distributed into the 5 parts of the unit, whereas the first part contained of 8 tasks, the second part contained of 10 tasks, the third part contained of 4 tasks, and the fourth part contained of 5 tasks. Just like the first unit, the last part of the second unit also comprised of a self-check, a summary and a vocabulary list. The last unit, entitled "It is Seven pm", comprised of 17 tasks with additional activities, like the previous two units, including a self-check, a summary and a vocabulary list. These tasks within the third unit were also dispersed into the 5 parts of the unit, in which 4 tasks for the first part, 5 tasks for the second part, 4 tasks for the third and the fourth part, while the last part consisted of the additional activities of a self-check, a summary and a vocabulary list. Most of the developed tasks are completed with some illustrations in order to help the students' understanding regarding the situations where the target language is used, as the students feel that the existence of the illustrations will help them to enhance their proficiency further.

After the first draft of the material was developed, getting an expert to evaluate the

developed material was the next step conducted within this research. The expert was given a questionnaire, which was developed by adapting the material evaluation checklist by Nunan (2004), in order to evaluate the material. The questionnaire consisted of 8 aspects, which needed to be evaluated by the expert, including the goals and rationale of the tasks, the input of the material, the procedures of the tasks, the roles and settings within the tasks, the implementation of the material, the grading of the tasks, the integration of the task and assessment and evaluation part within the material. The results of the material evaluation by the expert showed that the material was good and appropriate for seventh grade students of junior high school at SMPN 12 Magelang, as the mean value for all of the aspects is 3, whereas according to the quantitative data conversion table by Suharto (2006), resides between the interval of 2.5 and 3.24. The expert also gave some suggestions and recommendations regarding the tasks within the developed material. These suggestions and recommendations were applied into the final draft of the material to enhance the suitability of the material, and thus indicates that the objective of this research has been fulfilled.

CONCLUSION

Looking from the result of the expert's judgment, the developed material within this research can be considered to be appropriate for seventh grade students at SMPN 12 Magelang. It was developed based on the result of the target needs, learning needs and Curriculum 2013. The material consisted of 3 units, encompassing basic

competences 3.2 and 4.2 about introduction and basic competences 3.3 and 4.3 about days, months and time. The first unit was entitled "I am a Student", containing the topic of introduction, and the second unit was entitled "Now is January", contained the topic of days, months and years. While the third unit was entitled "It is Seven pm", containing the topic of time. Each unit was organized using the stages of TBLT, proposed by Nunan (2004), and consisted of five parts, including Getting Started, Checkpoint 1, Checkpoint 2, Evaluation and Reflection.

The first part represented the stages of TBLT regarding schema building, controlled practice, and authentic listening practice. This part consisted of 6 tasks for the first unit, 8 tasks for the second unit and 4 tasks for the third unit. The tasks within this part were constructed in order to provide the students with the input regarding the topic, and some practices which were reflecting their real-life situations. The second part represented the stage of TBLT regarding focus in linguistic elements. There were 11 tasks included in this part for the first unit, 10 tasks for the second unit, and 5 tasks for the third unit. The tasks within this part were majorly constructed to focus in providing the learners with some vocabulary and grammar practices regarding the topic being discussed. The next part represented the stage of TBLT regarding freer practice. This part contained of 6 tasks within the first unit and 4 tasks for both the second and the third unit. The tasks contained within this part were developed in order to provide the students with some opportunities to practice their language skills further. The fourth part represented the stage of

TBLT regarding pedagogical task. This part contained of 5 tasks for both the first and the second unit, and 4 tasks for the third unit. The tasks within this part were purposely developed to evaluate the students' learning regarding the topic discussed within each topic. The last part acted as additional section, providing the students with opportunities to reflect on their learning, and completed with a summary of the learning and a vocabulary list for each unit.

REFERENCES

REFERENCES

- Branden, K. V. (2006). *Task-Based Language Education: From Theory to Practice*. Cambridge: Cambridge University Press.
- Brown, H. D. (2000). *Principles of Language Learning & Teaching*. New York: Longman.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Bryne, D. (1998). *Teaching Oral English*. New York: Longman.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Carroll, J. (1993). *Human Cognitive Abilities*. New York: Cambridge University Press.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Farrel, T. S. (2009). *Teaching Reading to English Language Learners: A Reflective Guide*. Thousand Oaks: Corwin Press.
- Hyland, K. (2006). *English for Academic Purposes*. London: Routledge.
- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. Plymouth: Rowman & Littlefield Education.
- Long, M. (1985). A Role for Instruction in Second Language Acquisition. In K. Hyltenstam, & M. Pienemann, *Modelling and Assessing Second Language Acquisition* (p. 89). Clevedon, Avon: Multilingual Matters.
- Nation, I. S. P. & Newton, J. . (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge: Cambridge University Press.
- Rost, M. (2002). *Teaching and Researching Listening*. Edinburgh: Pearson Education Limited.
- Spratt, M. Pulverness, A. & Williams, M. (2005). *The TKT: Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Suharto, G. (2006). *Pengukuran Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: P3B UNY.
- Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge : Cambridge University Press.
- Townsend-Cartwright, L. (2014). *Analysis of the Task-Based Syllabus: Strengths,*

Weaknesses, and the Case for its
Implementation.

Weigle, S. C. (2002). *Assessing Writing*.
Cambridge: Cambridge University Press.