

**DEVELOPING SUPPLEMENTARY READING-WRITING LEARNING  
MATERIALS FOR GRADE VII STUDENTS OF SMP NEGERI 6  
MAGELANG**

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**Abstract:** The objectives of this research were: (1) to find out the target needs and the learning needs of grade VII students of SMP Negeri 6 Magelang, and (2) to develop appropriate supplementary reading-writing learning materials for them. This was a Research and Development (R&D) study. The subjects were 30 students of Grade VII students of SMP Negeri 6 Magelang. This research followed the R&D cycles by Borg and Gall (1983), combined and adjusted with the cycle proposed by Masuhara in Tomlinson (1998). The developed materials consisted of three units with 15 to 16 tasks in each unit. Based on the research finding in the expert judgment, the developed materials were considered appropriate. The mean score of all aspects of the developed materials was 3.38, which was categorized as “Very Good”.

**Key words:** *developing materials, supplementary reading-writing learning materials*

**PENGEMBANGAN MATERI PEMBELAJARAN MEMBACA-  
MENULIS TAMBAHAN UNTUK SISWA KELAS VII SMP  
NEGERI 6 MAGELANG**

**Abstrak:** Penelitian ini bertujuan untuk: (1) menunjukkan kebutuhan tujuan dan kebutuhan belajar siswa kelas VII SMP Negeri 6 Magelang, dan (2) mengembangkan materi pembelajaran membaca-menulis tambahan yang layak untuk para siswa tersebut. Penelitian ini termasuk ke dalam jenis penelitian dan pengembangan (R&D). subjek penelitian ini adalah 30 siswa kelas VII SMPN 6 Magelang. Penelitian ini mengikuti siklus R&D dari Borg and Gall (1983) dan dimodifikasi dengan siklus milik Masuhara dalam Tomlinson (1998). Materi yang dikembangkan terdiri dari tiga unit yang tiap unit terdiri dari 15 hingga 16 tugas. Berdasarkan hasil dari penilaian ahli, materi yang dikembangkan layak untuk digunakan. Hasil rerata nilai seluruh aspek adalah 3,38, yang dikategorikan sebagai “Sangat Bagus”.

**Kata kunci:** *pengembangan materi, materi pembelajaran membaca-menulis tambahan*

## INTRODUCTION

English is considered as an international tool of communication. It is used to share information, ideas and feelings, and to develop knowledge, technology and culture. The ability to comprehend and produce English is implemented in the mastery of four major skills of English: listening, speaking, reading, and writing. English then becomes one of the compulsory subjects taught in junior high schools in Indonesia. To support the achievement of an effective English teaching and learning process, textbooks are needed. However, sometimes the textbooks become slightly boring because they do not contain interesting visuals and ample supporting materials.

English textbooks cover the four skills that the students need to learn to be able to use English communicatively. Compared to listening and speaking which are more easily found in the daily life through, for example, songs and films, reading and writing are not very popular in the non-English speaking countries including Indonesia. Learners need to find the examples of texts when they are asked by the teacher as an assignment at school. However, reading and writing take an important role in the learners' English acquisition since those skills have a function to support the development of oral language skills (Raimes, 1993 in Nunan, 1999).

Reading and writing are two interrelated skills (Brown, 2001). Reading is considered as a receptive skill, and writing is categorized as a productive skill in which learners produce language instead of receiving it (Spratt *et al.*, 2005). One way to be able to master writing skill is by carefully observing what is already written through reading different types of texts, so that learners can have important insights about how and what they are going to write (Brown, 2001).

Despite all the importance of reading and writing in English, there were problems found in SMPN 6 Magelang. When it comes to English class, the students mostly learned English depending on the textbook provided by the government, since the teacher relied on it. The textbook they were using also did not give ample portions for vocabulary banks and grammar sections, so it did not cover their lacking of vocabulary and weak grammar mastery that they failed to understand their readings and to construct sentences into good paragraphs in writing. Given to the problems above, the researcher was motivated to develop supplementary reading-writing learning materials for grade VII students of SMP Negeri 6 Magelang, focusing on descriptive texts.

## LITERATURE REVIEW

### Reading and Writing

Smith (2004) defines reading in a general way as it is all activities of making sense of circumstances, or it is called as “interpretation”. In line with that, Grabe (2009) states that reading, especially in academic contexts or in workplace environments, involves a great deal of learning which requires the reader to read and interpret informational texts based on the goal(s) he sets or are set for him. There is a view that reading, as a receptive skill in language, is considered a passive skill (Harmer, 2007). However, this statement is arguable, since in the receptive skill, as in reading, learners need to activate their brains to process the information they get from reading in order to comprehend the message through interpretation.

According to Brown (2001) and Nunan (1993), there are three processes in reading comprehension. They are bottom-up processing, top-down processing and interactive processing. In bottom-up processing, the reader identifies the smallest units of language first to come later into the largest unit of it. Another process is top down processing which involves the reader to comprehend a text by moving from the highest units of analysis to the lowest. The last one is interactive processing which combine the bottom-up and top-down.

While reading is categorized as a receptive skill, writing, on the other hand, is considered to be a productive skill in which learners are producing

language instead of receiving it. Elbow (1973), as cited in Brown (2001), proposes an idea that writing is a thinking process. Writing is a two-step process where learners figure out their meaning, and then they put it into language. It is a transaction of what they presently think, feel, and perceive to be communicated into written words.

Brown (2004) proposes four writing performance categories: imitative writing, intensive (controlled) writing, responsive writing, and extensive writing. The first writing performance level, imitative writing, concerns at students focus on form, while context and meaning are secondary concern. The next type of writing performance is intensive (controlled) writing. In this stage, meaning and context are some importance in determining correctness and appropriateness. Then, responsive writing focuses on learners to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. The last type of writing performance is extensive writing. In this stage, the writers are no longer focusing on grammatical form unless they are doing a proofreading or editing.

### **Teaching Reading and Writing**

English in Indonesia becomes one of the compulsory subjects to be taught in junior high schools. English

in Indonesia is considered as EFL (English as a Foreign Language), since the students are learning English in order to use it with any other English speakers in the world. To be able to interact using English, students need to make use of more than one skill in English, and the teacher needs to teach by integrating the skills together.

While teaching reading, the teacher should pay attention to some principles (Harmer, 2001) as follows.

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
3. Students need to be encouraged to respond to the content of reading text, not just the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading text to the full by making use of what contained in the text, e.g. words, ideas, descriptions, etc.

Reading should not be separated from the other skills, it is best when it is integrated to them (Grellet, 1981). In this term, reading is considered as an input to produce writing texts. Brown (2001: 346-356) proposes some principles in teaching and those are:

1. Incorporate practices of “good” writers.
2. Balance process and product.
3. Account for cultural/literary backgrounds.

4. Connect reading and writing.
5. Provide as much authentic writing as possible.
6. Frame your techniques in terms of prewriting, drafting, and revising stages.
7. Strive to offer techniques that are as interactive as possible.
8. Sensitively apply methods of responding to and correcting your students’ writing.
9. Clearly instruct students on the rhetorical, formal conventions of writing.

The implementation of teaching and learning in junior high schools in Indonesia is based on the *Permendikbud No. 22 Tahun 2016* about the standard learning process. It is mentioned that the process of teaching and learning should be interactive, inspiring, fun, challenging, motivating students to be actively participate, also giving them spaces for their initiations, creativity, and independence based on their interests and physical/mental development. The current curriculum as the base to conduct teaching and learning is Curriculum 2013. In Curriculum 2013, scientific approach is implemented. The steps in the scientific approach are observing, questioning, experimenting, associating, communicating, and creating.

### **Task-based Language Teaching (TBLT)**

Task-based language teaching is an approach to the design of language courses which does not merely focusing on the list of linguistic items, but a collection of tasks (Nunan, 1999). A task-based approach aims to provide learners with a natural context for language use. While completing the task, students have the opportunity to interact using the language they are learning. Through the interactions, they can check whether they comprehend well by looking for clarifications (Larsen-Freeman, 2000). There are principles in task-based language teaching that promote tasks scaffolding by having tasks from easy to difficult; task dependency in which the tasks should build one another; students' active learning; integration between linguistic form, communicative function, and semantic meaning; and reproduction to creation activities (Nunan, 2004).

### **Descriptive Texts**

A descriptive text is a type of text that describes a particular person, place, or thing subjectively by describing the features without including personal opinions toward the subject being described (Anderson and Anderson, 1998: 26). A descriptive text is build based on the common structure construction that consists of a general opening statement or an identification paragraph, a series of paragraphs that build the description, and an optional

concluding paragraph. The grammatical features included in the descriptive texts are the use of simple present tense, adjectives, and topic sentences to begin the paragraphs and organize the aspects of description.

### **Theories of Materials**

Learning material is anything which is used by the teachers or students to facilitate language learning (Tomlinson: 1998). Furthermore, Tomlinson (1998) also defines supplementary materials as learning materials that are used in addition to a course book. Supplementary materials bring benefits for the teachers as well as for the students. Reddy (2003: 145-146) mentions some advantages from using supplementary materials in teaching and learning process as follows.

1. Improve creativity
2. Encourage students' excitement
3. Break monotony of the class
4. Encourage situational English
5. Enhance language and communication skills
6. Overcome stage fear
7. Lead to group work
8. Tasks can be challenging

The materials are designed when the provided materials are not sufficient enough and do not meet students' needs. When the existing materials are not sufficient enough, developing own materials is an alternative to be taken. Material development refers to creating,

choosing or adapting, and organizing materials and activities so that the students can achieve the goals of the course (Graves, 2000: 150).

In order to provide effective supplementary teaching and learning tools, the materials should be considered as good ones. Hutchinson and Waters (1987) propose some principles that define good materials. First, materials provide a stimulus to learning. Second, materials help teachers organize the teaching-learning process by providing a path to the complex mass of the language to be learnt. Third, materials embody a view of the nature of language and learning. Fourth, materials reflect the nature of learning task. Fifth, materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to the new techniques. Last, materials provide models of correct and appropriate language use.

### **Related Studies**

Triandari (2015) held a similar study about developing reading and writing learning materials for grade VIII students of SMPN 4 Magelang using TBLT. The research resulted in appropriate reading and writing learning materials that brings benefits to the teacher and the students.

Two other researchers, Hanif (2016) and Yudhi A. (2014) also conducted similar studies in developing separated reading and writing learning materials for grade

VIII and IX students of junior high school. Those studies also resulted in appropriate reading and writing learning materials that help the students.

### **RESEARCH METHOD**

This research is categorized into educational Research and Development (R&D). This research focused on developing reading-writing learning materials for grade VII students of SMPN 6 Magelang related to descriptive texts. The result of this study was in the form of a textbook containing supplementary reading and writing materials.

The subjects of the research were 30 students of grade VII at SMPN 6 Magelang. The research procedure in this study used the modified steps of the combination of educational research and development cycle proposed by Borg and Gall (1983) and material development cycle proposed by Masuhara in Tomlinson (1998).

The first step was conducting a needs analysis by distributing a questionnaire to the students. The result of the questionnaire was analyzed quantitatively. The result of the needs analysis was used as the basis to develop course grids, by notwithstanding Curriculum 2013. The course grids then became the map on how the first draft of the materials would be developed. Then, the first draft was evaluated by

conducting expert judgment. Using the evaluation result from the expert judgment, the first draft of the materials was revised to get the final product.

This research used survey as the technique, by making use of needs analysis questionnaire that was built using the theories of needs assessment by Hutchinson and Waters (1987) combined with Nunan's (2004) theories of task components to find out students' target and learning needs; and expert judgment questionnaire, organized based on BSNP Standard of Course Book Assessment, to find out whether the developed materials were appropriate. The needs analysis questionnaire result was analyzed using percentage and frequency, while expert judgment result was analyzed using and converted into descriptive analysis.

## **RESEARCH FINDINGS AND DISCUSSION**

There were three points of objectives in this research that were aimed to be identified. Those were to find out students' target needs, students' learning needs, and to develop appropriate supplementary reading-writing learning materials for grade VII students of junior high schools, especially at SMP Negeri 6 Magelang.

According to the needs analysis result, the students demanded inputs

that are appropriate and can motivate them in reading and writing activities. They also stated that the activities should be interesting and promote groups works, yet understandable. The students were also given a chance to choose what kinds of activities which help them best in reading and writing, and the result showed that the students expected interesting activities, materials with ample pictures, a lot of reading answer and questions activities, and rearranging jumbled paragraphs activities to be presented.

The needs analysis result then was made as the basis to develop course grids. Since the materials would be directed to school use, the making of the course grids was also based upon the Core and Basic Competences of Curriculum 2013. Moreover, the materials were developed by taking into account the principles in Task-Based Language Teaching (TBLT) by Nunan (2004).

The developed materials were organized into three units. The topics of the units were based on the Basic Competence in English subject for grade VII, and those are about describing people for Unit 1, describing animals for Unit 2, and describing things for Unit 3. The units in the research product were organized by adapting Nunan's (2004) units of work development. The units in the developed product consist of 15 to 16 tasks that were sequenced from schema building

exercises, controlled practice, to freer and independent practices. The making of the course grids also considered the principles of teaching reading (Harmer, 2001 and Brown, 2001), and writing (Brown, 2001).

To make sure that the materials are suitable and appropriate, there must be a validation to prove it. Hence, an expert judgment was conducted as a part of the steps in Research and Development study to assess whether the materials were appropriate. The result from the expert judgment showed that the mean value of all aspects in the developed materials was 3.38. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value above indicates that the developed product is categorized as “Very Good”, or in other words, it is appropriate to be used.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The teacher’s dependency on the provided materials caused the derivation of students’ motivation and lacks in reading and writing abilities. The solution chosen to this problem was to develop supplementary reading-writing learning materials.

To develop the materials, needs analysis was conducted. From the needs analysis result, it was known that the students still needed to be

facilitated to learn more about grammar and vocabulary. They also wanted to be fluent in reading and writing, and understand word/sentence meanings. Most of the students also needed input with ample illustrations, question and answer activities to help them in reading ability, and rearranging jumbled paragraphs in writing activities. Furthermore, they demanded activities that could promote group works.

Therefore, this research aimed to develop supplementary reading-writing learning materials consisting three unit topics: describing people, describing animals, and describing things. The materials were built using TBLT principles from Nunan (2004) by taking into account the result of needs analysis and Curriculum 2013. The expert judgment was also conducted to revise the first draft of the materials to organize the final product.

### **Suggestions**

After drawing the conclusions, there are some suggestions for the following parties.

#### **1. English Teachers in Junior High Schools**

Teachers should not keep their boundary by only having limited materials in teaching. Sometimes it is needed to put extra energy to use or make supplementary materials when needed, so that it will vary the lessons. Moreover, teachers need to do need

assessments to get information about what and how the students need and want to learn, so that the teaching and learning process can be more effective.

## 2. Other Researchers with Similar Study

First, it is important for them to conduct a needs analysis before developing the materials. The ample data gathered from the needs analysis will determine how effective the materials will be. Second, the materials developed in this research were far from perfect. The researcher suggests that other researchers can use the materials developed in this research as a reference to construct better materials with wider aspects to be covered. Last, it is better for other researchers not to stop evaluating the first draft of the materials in expert judgment. The materials developed should be tried out in class to make it more reliable and effective to use.

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