

**DEVELOPING SUPPLEMENTARY ENGLISH READING AND
WRITING MATERIALS FOR VII GRADE STUDENTS OF *SPORT GROUP*
CLASS OF SMP N 2 TEMPEL**

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Abstract

The objectives of this research were: (1) to identify the target needs of VII grade students of sport group class of SMP N 2 Tempel in learning reading and writing, (2) to identify the learning needs of VII grade students of sport group class of SMP N 2 Tempel in learning reading and writing, and (3) to develop the appropriate supplementary English reading and writing materials for VII grade students of sport group class of SMP N 2 Tempel. This study is a Research and Development (R&D) study employing Jolly and Bolitho's model in Tomlinson (1998) with five steps. The subjects of this study were 32 students of VII E class of SMP N 2 Tempel. For the instruments, there were needs analysis questionnaire and expert judgement questionnaire. The data from the needs analysis were analysed quantitatively using frequency and percentage. The result of it was used to develop the course grid. The data from the expert judgement were analysed quantitatively through descriptive statistics. The suggestions from the expert were used to revise the first draft of the materials. The product of this study is a set of supplementary English reading and writing materials entitled "Sporty English" for VII grade students of sport group class of SMP N 2 Tempel. Based on the result of the expert judgement, the score of the developed materials were 3.38 which is in the interval $3.25 \leq x \leq 4$ and is categorized as "very good". Thus it can be concluded that the supplementary English reading and writing material is appropriate for the VII grade students of sport group class of SMP N 2 Tempel.

Keywords: *Supplementary material, Reading, Writing*

PENGEMBANGAN MATERI TAMBAHAN MEMBACA DAN MENULIS BAHASA INGGRIS UNTUK KELAS VII KELAS KHUSUS OLAHRAGA SMP N 2 TEMPEL

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Abstrak

Tujuan dari penelitian ini adalah: (1) Mengidentifikasi kebutuhan target siswa kelas VII kelas olahraga kelompok SMP N 2 Tempel dalam pembelajaran membaca dan menulis, (2) Mengetahui kebutuhan belajar siswa kelas VII kelas olahraga SMP N 2 Tempel dalam pembelajaran membaca dan menulis, dan (3) mengembangkan materi pembacaan dan penulisan Bahasa Inggris kelas VII yang sesuai untuk siswa kelas VII kelas olahraga kelas SMP N 2 Tempel. Penelitian ini adalah penelitian dan pengembangan (Litbang) yang menggunakan model Jolly dan Bolitho di Tomlinson (1998) dengan lima langkah. Subyek penelitian ini adalah 32 siswa kelas VII E SMP N 2 Tempel. Untuk instrumen, ada kebutuhan kuesioner analisis dan kuesioner penilaian ahli. Data dari analisis kebutuhan dianalisis secara kuantitatif dengan menggunakan frekuensi dan persentase. Hasilnya digunakan untuk mengembangkan kisi matakuliah. Data dari expert judgment dianalisis secara kuantitatif melalui statistic deskriptif. Saran dari ahli digunakan untuk merevisi draft materi yang pertama. Produk dari penelitian ini adalah seperangkat bahan bacaan dan tulisan pelengkap Bahasa Inggris yang berjudul "Sporty English" untuk siswa kelas VII kelas olahraga kelas SMP N 2 Tempel. Berdasarkan hasil penilaian ahli, nilai bahan yang dikembangkan adalah 3,38 yang berada pada interval $3,25 \leq x \leq 4$ dan dikategorikan sebagai "sangatbaik". Dengan demikian dapat disimpulkan bahwa materi pembacaan dan penulisan pelengkap Bahasa Inggris sesuai untuk siswa kelas VII kelas olahraga kelas SMP N 2 Tempel.

Kata kunci: Bahan tambahan, Membaca, Menulis

INTRODUCTION

One of the teaching learning components is materials or the curriculum. In Indonesia, the curriculum that is used now are the school-based curriculum and the newest curriculum, Curriculum 2013. Why there are two applied curriculums in Indonesia is because Curriculum 2013 is not highly developed and the government decide to apply both curriculums in schools. In the school-based curriculum, English becomes one of the compulsory subjects since elementary school while in Curriculum 2013, English becomes one of the compulsory subjects since junior high school. It means that the learners learn English officially for the first time when they are in junior high school. In a language, there are spoken skill which consists of listening and speaking skill, and written skill which consists of reading and writing skills. In Curriculum 2013, the four language skills are taught integrally which is quite different from school-based curriculum.

In Indonesia, the written skill seems to be more important, although in Curriculum 2013 all four skills are taught integrally. It is proven by the exams which are mostly in multiple choice questions and essays, and the national examination (UN) which is mostly reading. Harmer (2007) mentions the importance of reading. The first is reading helps the students' language acquisition. The second is reading serves the good models for English writing. Then, reading gives big

opportunities to study language such as vocabulary, grammar and punctuation. The last is it helps the students' career and study. For writing, there are some importance of writing that Raimes (1983) proposed. The first is writing helps the learners learn the language. When they write something they also learn to put the correct grammatical structures and the exact vocabulary to be used. The second is when they write, they experience the language. The third is writing helps the learners to reinforce learning. When they write, they get involved with the language. They use their brains, hands, and eyes to express ideas.

SMP N 2 Tempel is one of many junior high schools in Yogyakarta. What makes it special is that the school has three sport group classes. Sport group class is a regular class which consists of students who are good at sports. The school subjects for this class are the same as the other classes. One of the three sport group classes in SMP N 2 Tempel is VII E class which consists of 32 students. From researcher's observation, the characteristics of sport group students are very unique compared to the other students from the other classes. Their uniqueness made the teacher should treat them differently. The teacher found it hard to make the students engage to the materials that were taught especially when it came to reading and writing activity. The students found the materials not so interesting whereas, interesting text segments and high interesting topics on reading can facilitate the learners' comprehension, inferencing and memory (Hidi, 2001). The situation

got worse when the teacher could not provide supplementary materials for them due to the time limitation and lack of knowledge in designing appropriate supplementary materials.

Based on the consideration above, the supplementary English reading and writing materials for VII grade students of sport group class of SMP N 2 Tempel have to be developed. The supplementary English reading and writing materials are developed based on the students' needs and interests in order to increase the students' motivation to learn English and to increase the students' engagement in reading and writing activity. It also helps the teacher to provide supplementary English reading and writing materials that she cannot design by herself due to time limitation and lack of knowledge in designing appropriate supplementary English reading and writing materials.

RESEARCH METHOD

This study is Research and Development (R&D) research. Borg and Gall (2003) defines R&D as an industry-based development and the findings will be used to design new products and procedures, covering field-testing, evaluating, and refining to meet the criteria of effectiveness, quality, or similar standards.

The study was conducted at SMP N 2 Tempel located on Jl. BalanganTempel, Kelurahan Banyurejo, Kec. Tempel, Kab. Sleman, Yogyakarta. Phone number: +62-274-7490570. The subjects of the research are 32 students of VII grade students of sport group class of SMP N 2 Tempel.

The researcher adapted the seven steps of Jolly and Bolitho in Tomlinson (1998) to develop the supplementary English reading and writing materials for VII grade students of sport group class in SMP N 2 Tempel. There were five steps in developing the supplementary English reading and writing materials. The first one was identifying the learners' needs. The second one was writing the course grid. The next step was writing the first draft of the materials then getting the expert judgement of the first draft. The last step was revising.

For the data collection instrument, there were two questionnaire. The first questionnaire was used to collect information about the learner's needs and it was in the form of open-ended questions. It was because the result could be displayed into numerical values. This questionnaire was for the VII grade students of sport group class of SMP N 2 Tempel. The second questionnaire was used in evaluating the first draft of the developed materials. This second questionnaire was for the expert judgment and was adapted from *BNSP* (2013).

The data analysis techniques were different for each questionnaire. For the data of needs analysis questionnaire, the data were analysed by dividing the frequency by the total of the respondents which is multiplied by 100%. The second data from the expert judgment were presented in Likert-scale and were calculated by using the range of the score. The data from this questionnaire were analysed using

the formula proposed by Suharto (2005).

RESEARCH FINDINGS AND DISCUSSION

The aim of this research was to develop supplementary English reading and writing materials for grade VII students of sport group class of SMP N 2 Tempel. This research was conducted in SMP N 2 Tempel. The subject of the research was 32 students of sport group class of SMP N 2 Tempel. The research procedure was adapted the seven steps of Jolly and Bolitho in Tomlinson (1998). These steps were identifying the learners' needs, writing the course grid, writing the first draft of the materials, getting the expert judgement, and revising.

The first step of the procedure was identifying the students' needs. In order to collect the information about the students' needs, the needs analysis questionnaire was distributed. The students' needs consist of the target needs and learning needs. According to Hutchinson and Waters (2006), target needs are what the students need to do in the target situation. Meanwhile, learning needs are what the students need to learn in order to be able to perform in the target situation (Hutchinson and Waters: 2006).

According to the result of the needs analysis, the students' goal in learning English is to do the assignments given by the teacher. The length of the text that the students want should be between $50 \leq x \leq 100$ words and in the sport

theme. There were some difficulties that the students face such as the lack of vocabulary and grammar. The students wanted the input to be taken from the source that was close with the students' everyday life. The students also wanted the text with pictures. For writing, the students wanted it to be done step by step. For the procedure, the students wanted the activity to be varied for instance making story from pictures, arranging random words, completing paragraph, looking for the synonyms in the dictionary, reading a text then answer some questions, and matching (could be picture with word or statement with statement). For the learners' role itself, the students wanted to do the activity mostly individually and in pairs.

The next step after identifying the learners' needs was writing the course grid. The course grid is the basis to develop the materials. The result of the needs analysis was used to develop the course grid. The materials in the course grid are about descriptive text which was taken from the Basic Competence 3.7, 4.7.1, and 4.7.2. There are three units in total. Each unit discusses the same topic which is descriptive text. Unit 1 is descriptive text about things. It consists of 24 tasks. Unit 2 is descriptive text about animal. It consists of 17 tasks. The last one is Unit 3 which is descriptive text about people. It consists of 18 tasks.

After writing the course grid, the next step was writing the materials. The supplementary reading and writing materials consist of three units in total. Each unit has

the same steps which is proposed by Nunan (2004). These steps are schema building, controlled practice, authentic practice, focus on linguistic elements, providing freer practice, and providing pedagogical task. In each unit, there are also mini dictionary, games, and reflections. The reflection is aimed for the students to reflect the things that they have learned and the things that they have not understood yet.

The next step after writing the materials was getting the expert judgement. There were four aspect that were scored by the expert. These aspects were the appropriateness of the content, the language, the presentation, and the graphic of the materials. These four aspects were used to evaluate the developed materials for each unit. After getting the expert judgement, the developed materials were revised. There were some parts that needed to be revised in order to improve the quality of the materials. Based on the research finding, the supplementary English reading and writing materials for grade VII students of sport group class of SMP N 2 Tempel is appropriate to be used and has met the students' target needs and learning needs.

CONCLUSION AND SUGGESTIONS

The result of the expert judgement shows that the book is appropriate to be used by the VII grade students of sport group class of SMP N 2 Tempel. This book is intended to be used as a supplementary material. The theme that is used is sport theme because

the students are from the sport group class. The method that is used to develop the materials is task-based language teaching by Nunan.

The book consists of three units. In the beginning of every unit there is the title of the unit and the explanation about what the students are going to learn in that unit. Every unit there are tasks. The number of the tasks in every unit is different. There are 24 tasks in unit 1, 17 tasks in unit 2, and 18 tasks in unit 3. These tasks are divided into six stages. These stages are schema building, controlled practice, authentic practice, focus on linguistic elements, providing freer practice, and providing pedagogical task. There is also reflection in the end of every unit.

From the result of the needs analysis, the students' goal in reading and writing English is to do the assignments given by the teacher. The purpose of developing this book is to help the students to improve their reading and writing skills which will be very beneficial for them when they do tests which are mostly reading and writing. Therefore, this book meets the students' goal in learning English. It also enables the students in learning English in the fun way because the materials are developed based on their interest.

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