

Designing English Reading Materials as a Supplementary Book for the Seventh Grade Students of SMP Aloysius Denggung in the First Semester

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Abstract: The objectives of this research were to gain information related to the students' needs to be able to design suitable English reading materials for the seventh grade students at SMP Aloysius Denggung, Yogyakarta and to develop suitable English reading materials as a supplementary book for the seventh grade students at SMP Aloysius Denggung. This study was a Research and Development (R&D) study. This study was conducted at SMP Aloysius Denggung. The subjects consisted of 10 male students and 12 female students as the respondents. This study combined the materials development model purposed by Borg and Gall (1983) and Masuhara in Tomlinson (1988). The steps of doing this study were conducting needs analysis, designing the course grid, designing the first draft of the materials, having the expert judgment evaluate the materials and developing the final draft of the materials. To gather the data, there were two types of questionnaire. The first was needs analysis questionnaire to collect information related to the students' needs, wants and lacks. The second was the expert judgment questionnaire to obtain the data related to the appropriateness of the developed materials. The data of both of the questionnaires were analyzed quantitatively through descriptive statistics. In addition, there were also qualitative data gained from the open ended questions in the needs analysis questionnaire and the expert's suggestions. Based on the result of the needs analysis, the materials were further developed. There were 3 units in the learning materials. The first unit was about self-introduction. The second unit was about command and prohibition expressions and the last unit was about announcement texts. Each unit consisted of six parts namely "Let's Begin", "Go Further", "One Step Closer", "Now, You're Ready", "Vocabulary Lists" and "Reflection". According to the analysis of the data from the expert judgment, the mean score of all aspects of the developed materials in the scale of 1-4 was 3.12 which was in the range of $2.25 \leq x \leq 3.24$ and could be categorized as "Good".

Keywords: Reading material, supplementary book

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Abstrak: Penelitian ini bertujuan untuk mendapat informasi yang berkaitan dengan minat dan kebutuhan siswa untuk dapat mengembangkan materi baca Bahasa Inggris yang sesuai untuk siswa kelas tujuh di SMP Aloysius Deggung dan mengembangkan materi baca Bahasa Inggris yang sesuai sebagai buku tambahan untuk para siswa kelas tujuh di SMP Aloysius Deggung. Jenis penelitian yang digunakan dalam penelitian ini adalah *Research and Development* (Penelitian dan Pengembangan). Subyek dari penelitian ini terdiri dari 10 siswa laki-laki dan 12 siswa perempuan sebagai responden. Penelitian ini menggunakan metode oleh Borg and Gall (1983) dan Masuhara di Tomlinson (1988). Langkah-langkah yang dilaksanakan dalam penelitian ini adalah analisis kebutuhan, merancang silabus, merancang materi pertama, evaluasi oleh ahli materi, dan merancang materi akhir. Dalam mengumpulkan data, terdapat dua jenis kuesioner dan satu wawancara. Kuesioner pertama ditujukan untuk mendapatkan informasi tentang minat, kekurangan, keinginan dan kebutuhan siswa. Kuesioner kedua ditujukan kepada materi ahli untuk mengevaluasi materi pertama. Wawancara dilaksanakan dengan guru Bahasa Inggris untuk mendukung data analisis kebutuhan. Data dari kedua kuesioner dianalisis secara kuantitatif melalui statistik deskriptif. Selain itu, ada juga data kualitatif yang diperoleh dari pertanyaan berakhir terbuka dalam kuesioner analisis kebutuhan dan saran ahli materi. Data wawancara selanjutnya dianalisis secara kualitatif dalam bentuk transkrip wawancara. Berdasarkan hasil analisis kebutuhan, materi selanjutnya dikembangkan lebih lanjut. Ada 3 unit dalam bahan pembelajaran. Unit pertama adalah tentang pengenalan diri. Unit kedua adalah tentang perintah dan larangan dan unit terakhir adalah tentang teks pengumuman. Setiap unit terdiri dari enam bagian yaitu "*Let's Begin*", "*Go Further*", "*One Step Closer*", "*Now You're Ready*", "*Vocabulary Lists*" dan "*Reflection*". Menurut analisis data dari penilaian ahli materi, nilai rata-rata dari semua aspek materi yang dikembangkan dalam skala 1-4 adalah 3,12 yang berada di kisaran $2.25 \leq x \leq 3.24$ and bisa dikategorikan sebagai "Baik".

Kata kunci: materi baca, buku tambahan

Introduction

English is one of the major subjects that has to be mastered by students in junior high school. In addition, reading can be considered as the important skill of English because not only it is mainly tested in the national examination but also it is useful for the students to gain knowledge by gaining information from texts.

In junior high schools, reading is also taught. However, there are still several problems in the teaching and learning process. The first problem the students' motivation to read was still low. The students' mastery of English vocabulary is also still very limited so that they had bad comprehension in understanding and catching the messages conveyed in the texts. Besides, the English reading materials are not interesting for the seventh grade students and incapable to meet the students' needs and interests. Then, the materials do not give many opportunities for the teachers to elaborate the activities inside them into various interesting tasks. From the problems explained above, it can be seen that actually those problems are caused by one main problem which was the English reading materials. Therefore, this research focused on designing English reading

materials as a supplementary book for the seventh grade students in junior high schools.

Literature Review

The term *reading* has been used for many years in a narrow sense to refer to a set of print-based decoding and thinking skills necessary to understand text (Harris & Hodges, 1981). Snow, Burns, and Griffin (1998: 15) contend that "Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity.

Teaching reading should be well prepared because it is not an easy work. Teachers need to work hard to avoid the students' boredom and make it interesting for them to read. Harmer (2001) proposes some principles in teaching reading which can be useful for teachers:

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading
3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor in reading.
5. Match the task to the topic.

In relation to teaching reading for Junior High School students, the curriculum takes a part in supporting the success of the teaching and learning process. It can be guidance for the teacher in teaching reading. From the theories above, it can be concluded that reading is a process between the readers and the texts in order to be able to build the comprehension and create the meaning from the printed and written materials.

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language inputs and to exploit those resources to promote language learning (Tomlinson: 1998). Besides, Graves (2000) states that materials development means creating and organizing materials and activities so that the students can achieve the objectives and reach the goal of the course.

There are several things that must be considered in designing good materials. Hutchinson and Waters (1987: 107-108) states some principles which help the teachers to design the materials:

- a. The materials provide a stimulus for learning. Good materials do not teach: they encourage learners to learn.
- b. Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure.
- c. Materials embody a view of the nature of language and learning.
- d. Materials reflect the nature of the learning task.
- e. Materials can have a very useful function in broadening the basis of teacher training, by introducing teacher to new techniques.
- f. The materials provide models of correct and appropriate language use.

According to Mc. Grath (2002), additional materials or supplementary materials refer to the materials which are taken from another source or any other materials that are designed to support the teaching and learning process. Besides, supplementary materials are not only useful for the students but also the teachers. Moreover, Reddy (2003) also states that there are several benefits of supplementary materials which are mentioned as follows:

- a. Foster Creativity
- b. Encourage the students' excitement
- c. Break monotonous activities of the class
- d. Encourage situational English
- e. Enhance language skills and communication skills
- f. Lead to group work
- g. Task can be challenging

Relevant Studies

A number of studies in developing reading materials had been carried out by several researchers in order to support teaching and learning process. Syaifudin (2015) developed supplementary reading materials for the seventh grade students on curriculum 2013 entitled I Read I Know. In addition, Warahita (2015) focused on developing supplementary reading materials for eight grade students at SMPN 1 Prambanan, Sleman. The materials provided the students with interesting learning activities which are culture-based. The materials development was also done by considering the students' needs and interests through the needs analysis.

Research Method

This research was categorized as Research and Development (R&D) since the purpose of this research was to develop a product (i.e., a set of materials) that could be applied for an educational program and English learning and teaching classrooms. The research took place in SMP Aloysius Denggung, Yogyakarta. It is located at Jalan Magelang km 9,5 Denggung, Tridadi, Denggung, Yogyakarta. The research subjects were the seventh grade students of SMP Aloysius Denggung, Yogyakarta. It consisted 10 male students and 12 female students. The students' ages were around 11 to 15 years old.

Due to the limited time and the facilitation from the university and the English Department of Yogyakarta State University, the researcher combined the materials development models purposed by Borg and Gall (1983) and Tomlinson (1998). According to those models, materials development steps were modified and simplified as follows: (1) conducting needs analysis, (2) designing the course grid, (3) designing the first draft of the materials, (4) having the expert judgment to evaluate the materials and (5) designing the final draft of the materials.

In this research, the research used two instruments for data collecting. They were questionnaires and interviews to collect the data. In distributing the questionnaires, the researcher divided them in two different times. After conducting need analysis, the data were analyzed through calculating the percentage of each answer on the questionnaire by using frequency and percentage. Likert-Scale was used to measure the data from the second

questionnaire. The data from this questionnaire were calculated by using the formula proposed by Suharto (2006).

Findings and Discussions

In terms of target needs, the students believed that English was important. It could be said that they had great interests in learning English. They also stated that they wanted to be able to talk, listen to, write and read in English as their motivation to learn English. The students stated that having good English reading skill is important. They also claimed that their English reading skill level was in beginner level. It meant that their ability in reading needed to be improved. They also claimed that they sometimes read in English. It meant that they did not have a lot of practices in reading in English. The students also stated that learning grammar was important to comprehend English texts even more. They wanted to have grammar lesson before they learn reading in English and learning genres of English texts in order that the students were able to understand various types of English texts. In addition, they also stated that they had English grammar or structure as their difficulties in learning reading in English. Thus, grammar exercises were needed in developing the materials. By knowing the target needs, the researcher included those aspects to develop the materials as long as they were in accordance with the standard of competency and basic competences in KTSP 2006.

In terms of learning needs, the students claimed that the teacher gave them topics which were related to the daily life activities. In accordance with the learning needs, especially the topic, the students also wanted a set of materials which have topic related to daily life activities. The students usually had a text with 100 – 200 words as their input text. It was in accordance with their wants which stated that they also wanted a text with 100 – 200 words as their input text. The students stated that they had procedure texts as their input texts. However, they wanted short story as their input texts. It meant that the materials were not interesting enough for the students to learn. Thus, the topic in the materials needed to be improved to make the teaching and learning activities more interesting.

For activities to evaluate their reading comprehension, the students preferred to have reading followed by answering questions related to the texts. Besides, they also liked multiple choices as the type of material evaluation to check their reading comprehension. They also stated that they preferred to have activities like identifying mistakes in provided sentences to learn Grammar. They also liked crosswords as their activities to enrich their English vocabularies. In addition, the students also stated that they preferred to do the activities in small groups. However, according to the observation during the needs analysis, doing activities in small groups was not effective to apply for the students of grade seven at SMP Aloysius Denggung since they tended to talk to their friends instead of focusing on their tasks. Thus, those results could be considered in developing the materials.

The next step as designing the first draft, the researcher designed the course grid of the materials. The course grid was designed as a guideline to support the process of developing materials. In this course grid, the researcher developed

materials based on Standard of Competency 5 and Basic Competences 5.1 and 5.2 of curriculum KTSP 2006 for the seventh grade students in the first semester. Thus, the research took the highest presentation of the respondents as the result of analysis. Then, the course grid designed consisted of topic, indicators, input, grammar and vocabularies, media, activities and lastly, evaluation.

After designing the course grid, the next step to develop English reading materials was designing the first draft of the materials. In developing the materials, there were six parts of each unit, they were *Let's Begin, Go Further, One Step Closer, Now You're Ready, Vocabulary Lists* and *Reflection*. In the end of the unit, the students had *Vocabulary Lists* and *Reflection*. *Vocabulary Lists* provided the students several English words available in the unit with the pronunciation and the meanings. Finally, *Reflection* provided indicators for the students to check their achievement indicators for the students to check their achievement.

As the first draft of the materials had been designed, the next step was having the expert judgment to evaluate the materials. The mean score based on the materials evaluation in the aspects of content, presentation, contexts, graphic and language was 3.12 which belonged to the category of "Good". The next step was developing the final draft of the materials. Unit 1 was entitled, "Hello, I'm Jovi" which provided the students with self-introduction and personal letter topic. Then, Unit 2 was entitled "Pay Attention, Please" which provided the students with command and prohibition and signs topic. Lastly, in unit 3, which was entitled "Let's Go to the Zoo," provides the students with announcement texts.

Conclusions And Suggestions

From the evaluation of the materials, it could be concluded that the developed materials were appropriate to be implemented as English supplementary reading materials for all seventh grade students, especially those having similar characteristics to the students of the SMP Aloysius Deggung, in which the researcher conducted the observation. The mean score based on the material evaluation in the aspect of content, presentation, contexts, graphics and language was 3.12 which belonged to the "Good" category. The materials were considered as the final draft after doing several revisions. However, it did not mean that the materials had been perfect.

According to the explanation above, it can be concluded that the materials were appropriate to be implemented as English supplementary reading materials for the seventh grade students of junior high school as long as they had similar conditions and characteristics to the students at SMP Aloysius Deggung.

Suggestions

- a. For the English teachers of grade VII of junior high schools

English teachers were suggested to implement materials which are suitable to the students' needs. That is why it is essential for English teachers to conduct needs analysis before the teaching and learning process to gather information related to the students' needs, wants and lacks. It is expected by using the developed materials, the English seventh grade

teachers are able to teach the students better and make the students more interesting in learning reading in English.

b. For other researchers

Other researchers, especially those who are interested in materials development, are suggested to conduct needs analysis. The developed materials should meet the students' needs and interests in order to be successfully support the students in teaching and learning process. The next thing that should be considered by other developers is the display or the layout of the materials which should be able to engage the students' interest and excitement.

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