

**DEVELOPING SUPPLEMENTARY READING-WRITING MATERIALS FOR ENRICHMENT
PURPOSES FOR GRADE X STUDENTS
OF SENIOR HIGH SCHOOL**

E-JOURNAL

Presented as a Partial Fulfilment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education Study Program



By Ester Ria Mei Utami

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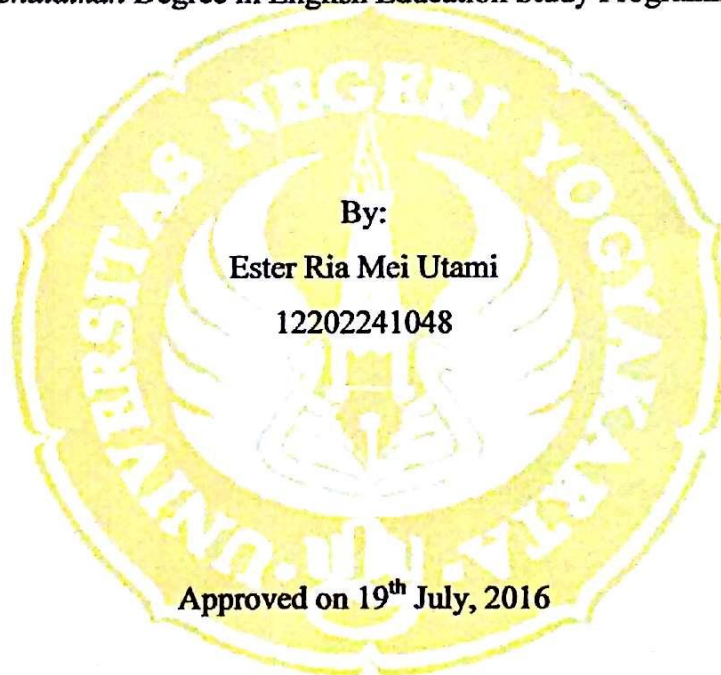
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2016**

APPROVAL SHEET

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Supervisor

A handwritten signature in black ink, appearing to be 'Joko Priyana', is written over the 'Supervisor' text.

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Abstract: The aims of this research were to describe the target and learning needs of Grade X students of Senior High School in learning reading and writing autonomously and to develop appropriate supplementary reading-writing materials for enrichment purposes for Grade X students of Senior High School. This was Research and Development (R&D) study. The subjects were 27 students from one senior high school in Yogyakarta in the academic year of 2015/2016. The research procedure was adapted from Masuhara (in Tomlinson, 1998: 247). The steps of the research were (1) conducting a needs analysis, (2) writing a syllabus, (3) developing materials, (4) getting an expert judgement, and (5) revising and writing the final draft of the materials. In the first step, a questionnaire to the students was distributed and interview with the teacher was conducted. The data from needs analysis questionnaire were analysed by looking up the percentage of each statement while the data from interview were transcribed and interpreted. Then, the results were used as the basis to develop the syllabus, which were the guidelines to develop the materials. After developing the materials, an expert judgment was conducted to validate the materials. The results of the expert judgment were in the forms of scores and suggestions. The scores were analysed through descriptive statistics. Together with the suggestions, they were used to revise the first draft of the materials. The results of target needs analysis included the students' goals, current and expected proficiency, difficulties, and wants. Meanwhile, for learning needs, it was obtained the inputs, activities, setting, learners' role and teachers' role. The products of the research were three units of supplementary reading-writing materials for enrichment purposes. Each unit reflected the steps of task-based instruction, consisting of 14 to 16 tasks. The components of the unit were arranged into several stages, namely orientation, word builder, reading, a grip on grammar, writing, review, reflection, and summary. The topics dealt with local culture and heritage: historical buildings, historical events, and legends. In each unit, students were encouraged to do discussion, be actively involved in investigation, and to use their creativity. The tasks were varied, from individual tasks to small group tasks.

Key words: Supplementary Reading-Writing Materials, enrichment

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Abstrak: Tujuan penelitian ini adalah untuk mendeskripsikan kebutuhan tujuan dan pembelajaran dari siswa kelas X sekolah menengah atas dalam belajar *reading* dan *writing* secara mandiri untuk tujuan pengayaan, dan untuk mengembangkan bahan ajar tambahan *reading* dan *writing* untuk tujuan pengayaan untuk siswa kelas X sekolah menengah atas yang sesuai. Penelitian ini merupakan penelitian dan pengembangan. Subyek penelitian ini berupa 27 siswa dari sebuah

sekolah menengah atas di tahun akademik 2015/2016. Prosedur penelitian yang digunakan diadaptasi dari Masuhara (dalam Tomlinson, 1998: 247). Langkah penelitian berupa (1) mengadakan analisis kebutuhan, (2) menulis silabus, (3) menyusun materi, (4) melakukan validasi materi oleh ahli, dan (5) merevisi dan menyusun rancangan akhir materi. Pada tahap pertama, kuisioner untuk siswa didistribusikan dan interview dengan guru dilakukan. Data dari analisis kebutuhan kemudian dianalisis dengan cari mencari presentase setiap pernyataan sementara data dari interview ditranskrip dan diinterpretasikan. Kemudian, hasilnya digunakan sebagai dasar dalam penyusunan silabus, yang merupakan pedoman dalam menyusun materi. Setelah penyusunan materi selesai, validasi terhadap materi oleh seorang ahli dilakukan. Hasil dari validasi berbentuk skor dan saran. Skor dianalisa menggunakan statistik deskripsi. Bersama dengan saran, hasil analisa skor tersebut kemudian digunakan untuk merevisi draf pertama materi. Hasil dari analisis tujuan mencakup tujuan belajar, kemahiran saat itu dan kemahiran yang diinginkan, kesulitan, dan keinginan siswa. Sementara itu, analisis pembelajaran menghasilkan input, kegiatan, seting, peran siswa dan peran guru. Produk penelitian ini berupa 3 unit materi tambahan *reading* dan *writing* untuk tujuan pengayaan. Setiap unit mencerminkan langkah-langkah pembelajaran bahasa berbasis tugas, berjumlah 14 sampai 16 tugas. Komponen setiap unit meliputi beberapa tahap, yaitu *orientation*, *word builder*, *reading*, *a grip on grammar*, *writing*, *review*, *reflection*, dan *summary*. Topik yang digunakan terkait dengan budaya dan warisan lokal: bangunan bersejarah, peristiwa bersejarah, dan legenda. Dalam setiap unit, siswa didorong untuk melakukan diskusi, secara aktif terlibat dalam investigasi dan menggunakan kreatifitas mereka. Tugas-tugasnya bervariasi, dari tugas individu sampai tugas kelompok kecil.

Kata kunci: Bahan ajar keterampilan membaca, keterampilan menulis pengayaan,

Introduction

Based on Curriculum 2013, there has been a shift in the paradigm of learning from teacher-centred learning to student-centred learning (*Permendikbud Nomor 59 Tahun 2014*). In this new paradigm, students are expected to take charge of their own learning or in other words, they are targeted to develop autonomy in learning (Holec, in Nunan, 2003: 193). This kind of learning is believed to have a high impact in language learning; to enrich students' knowledge and to improve their language skills (Onozawa, 2010; Balcikanli, in Gardner, 2011:100). Therefore, regarding these importance and benefits, autonomous learning has been a major area of interest in foreign language teaching and should be promoted in every school level, especially for senior high school students that are supposed to be intermediate learners that should have had better insight of their learning (Brown, 2001: 111).

Besides, for Senior High School, time allocation for having a meeting as determined by the Ministry of Education and Culture is 45 minutes and for foreign language learning, that is English, there will be two meetings each week (*Permendikbud Nomor 59 Tahun 2014*). It means that students only have 90 minutes (2 x 45 minutes) to learn English per week. Indeed, this is a very short time for students to learn a foreign language.

Meanwhile, instead of learning in regular classes, Curriculum 2013 also highlights that students who have passed the minimum criteria of mastery learning should be provided with enrichment programmes while the others who have not passed will get remedial programmes (*Permendikbud Nomor 103 Tahun 2014*). These two programmes are essential in mastery learning as they help students based on their needs. Enrichment can be defined as working on a topic in deeper and broader than others, in which the student keeps pace with the rest of his/her classmates but has more time to explore topics of interest (Cohen, Manion, & Morrison, 2004: 275). Enrichment aims to provide the students opportunity to deepen their mastery of a topic that has been carried out in order to reach an optimum level of development. Meanwhile, remedial learning can be defined as activities that remedy deficiencies in learning that focus on whole individual during the process (Ksicinski in Johnson, 2008: 14). Because of the limited classroom contact time, students often do not have time either to get enrichment or remedial programmes. Therefore, overcoming this problem, it is important for them to continue learning effectively outside the classroom. They can get either enrichment or remedial programmes outside the classroom using tasks. These tasks are served as materials and are used by the students with less guidance from the teacher.

However, based on the preliminary observation and interview conducted in one of senior high schools, there were some facts and problems found. The first was about the unavailability of materials that could be used to learn independently outside the classroom either for enrichment or remedial purposes in all grades of senior high school. Secondly, there were no supplementary materials provided by the teachers. Thirdly, from the four language skills, it was found that there were many senior high school students who need to enrich their knowledge on all of those skills. However, there are also students who did not pass the expected competences in one or even on all skills. Indeed, each of language skills has its importance in language learning and it is hardly possible to attain good language mastery if students only master one skill without paying attention to the other skills. In other words, students need to develop their language skills in each of these areas.

Dealing with the problems above, it can be seen that developing supplementary materials for all skills of English in the three grades of Senior High School either for enrichment or remedial purposes is important. However, because of the time limitation and feasibility of the research, this study only dealt with developing supplementary reading-writing materials for enrichment purposes for Grade X students of Senior High School.

This research focused on describing the target and learning needs of Grade X students of Senior High School in learning reading and writing autonomously for enrichment purposes as well as developing appropriate supplementary reading-writing materials for enrichment purposes for Grade X students of Senior High School.

Research Methods

This research was classified as Research and Development (R&D) research study, in which the product was supplementary reading-writing materials in the form of textbook for Grade X students of Senior High School. It was conducted at SMA 2 Yogyakarta in Bener Street No. 30, Tegalrejo, Yogyakarta. There were 27 students of class X PMIIA 8 in the academic year of 2015/2016 involved in this research.

The procedure in conducting the research was adapted from Masuhara (in Tomlinson, 1998: 247). The steps of the research were (1) conducting a needs analysis, (2) writing a syllabus, (3) developing materials, (4) getting an expert judgement, and (5) revising and writing the final draft of the materials. In the needs analysis, a questionnaire to the students was distributed and interview with the teacher was conducted. Then, the results were used as the basis to develop the syllabus. The syllabus was used as the guidelines to develop the materials. After developing the materials, an expert judgment was conducted to validate the

materials. In the steps of evaluating the materials, the questionnaire was proposed to an expert in order to give score and suggestions towards the developed materials. The data from needs analysis questionnaire were analysed by looking up the percentage of each statement (Sugiyono, 2009: 144). Meanwhile, the data from interview were transcribed and interpreted through the use of interactive model of data analysis proposed by Miles, Huberman, and Saldana (2014). Meanwhile, the results of the expert judgment were analysed through descriptive statistics (Suharto, 2006: 52 – 53) and used to revise the first draft of the materials.

Research Findings and Discussion

The findings consist of the results of needs analysis, syllabus, the first draft of the materials, and the expert judgment. The results of needs analysis were taken from two analyses; target needs analysis and learning needs analysis. For the target needs, it was obtained that the main goal of the students to learn English was to support the higher education or job after graduating from school. Most of the students' current level of English proficiency, especially in reading and writing, was intermediate. They were able to understand main and supporting ideas of longer texts, and able to write new texts on the same theme or topic. However, they claimed that they needed to be in advance level in order to support their higher education and job after graduating from school.

In reading, most of students claimed that they faced difficulties in developing strategies in reading and understanding implied meaning on texts. However, in order to learn, all of the students claimed that they wanted to learn more about understanding vocabulary and grammar according to the context in the texts and develop strategies in reading. In writing, all of the students claimed that they faced difficulties in choosing the right and appropriate grammar to be used when writing, developing strategies in writing, and organising the ideas into a good writing piece. However, in order to learn, they claimed that they wanted to learn more about developing strategies in writing and choosing and developing ideas. For reading and writing enrichment purposes, all of the students claimed that they wanted to increase the number of vocabularies to be understood, deepen the understanding on right and appropriate grammar to be used in certain texts, and deepen the knowledge on topics related to reading and writing.

In relation to learning needs, the students' view about what they needed to do in order to learn was classified into some components. The first was about the inputs. The expected inputs for reading and writing enrichment from the students were texts of 250 – 300 words with some pictures and/or glossary provided. Meanwhile, the topics were those which related to local culture, heritage and history and also related to daily life in family, school and society. In addition, the teacher claimed that the topics should be also popular, interesting, up-to-date, and close to the students' life. Meanwhile, the expected activities for reading enrichment from the students were reading and responding, reading and imagining, reading and investigating and/or reading and adding information. Besides, for writing, the expected activities were arranging jumbled paragraphs, making summary, writing a story, and exchanging work to be edited. For vocabulary, the expected activities were scanning for new vocabularies and finding the meaning in dictionary and/or identifying the meaning based on the context provided. Finally, for grammar, the expected activities from the students were making sentences based on a specific pattern.

Related to the setting, all of the students preferred to work in pairs. However, in deciding the setting, the teacher claimed that there should be also consideration on the level of difficulty of the task and how long it took to complete. Most of the students learned autonomously for

about 30 minutes – 90 minutes a day. Besides, in doing the tasks, they preferred to discuss, to be actively involved in an investigation, and to use their creativity in doing the tasks. Nevertheless, they also liked to individually investigate and propose their questions and opinions. All of students needed their teacher to give them examples before doing the tasks. The teacher also admitted that she should facilitate students in enriching their knowledge and skills; before, during, or after the process of enrichment.

The syllabus was designed by referring to the English curriculum in Curriculum 2013 for Senior High School and the results of the needs analysis. It was written per unit and there were three units that were developed. It consisted of the identity of the syllabus, the core and basic competencies, the number and title of the unit, the topic of the unit, indicators, language focus (grammar and vocabulary), learning activities, and the inputs to develop supplementary reading-writing materials for enrichment purposes for Grade X students of Senior High School. The syllabus was then used as the basis in designing the materials.

The first draft of the materials consisted of three units. Unit 1 consisted of 14 tasks, Unit 2 consisted of 16 tasks, and Unit 3 consisted of 15 tasks. Each unit was developed using task-based instruction. In each unit, there were two task cycles, one for reading and the second focused on writing. Meanwhile, for the pre-task phase, there were two focuses: in the topic and in the vocabularies. The design of each unit is shown on the diagram below.

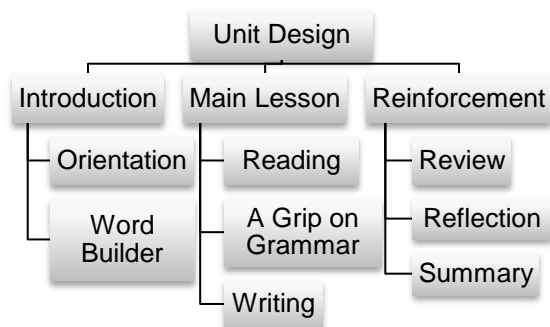


Figure 1: **The Design of Unit**

After all units of the materials were developed, the next step was the evaluation by an expert. The instrument used in the expert judgment was a *Likert Scale* questionnaire. The results of the expert judgment were analysed through descriptive statistics (Suharto, 2006: 52 - 53) and used to revise the first draft of the materials. Based on the results of the expert judgment, the developed materials were considered appropriate for Grade X students of Senior High School in enriching knowledge and skills of reading and writing. The following table shows the results of the expert judgment of the three units.

Table 1: **Validation of All Units in the Developed Materials**

No.	Components	Mean	Description
1.	Appropriateness of the content		
	a. Unit 1	4	Very Good
	b. Unit 2	4	Very Good

	c. Unit 3	4	Very Good
2.	Appropriateness of the language		
	a. Unit 1	3.86	Very Good
	b. Unit 2	3.86	Very Good
	c. Unit 3	4	Very Good
3.	Appropriateness of the Presentation		
	a. Unit 1	4	Very Good
	b. Unit 2	4	Very Good
	c. Unit 3	4	Very Good
4.	Appropriateness of the layout		
	a. Unit 1	4	Very Good
	b. Unit 2	4	Very Good
	c. Unit 3	4	Very Good
Mean (\bar{x})		3.98	Very Good

Based on this table, it can be seen that the mean score of all aspects of the developed materials was 3.98 and was categorised as “Very Good”.

Conclusion and Suggestions

This research aimed to find out the target needs, the learning needs and the appropriate supplementary reading-writing learning materials for enrichment purposes for Grade X students of Senior High School. For the target needs, the analysis obtained the main goal of the students, the current and expected level of students’ proficiency in reading and writing, difficulties in reading and writing, and wants in reading and writing as well as in enrichment programme. Meanwhile, for the learning needs, the analysis obtained the expected input, activities, setting, learner role, and teacher role from the students.

The final draft of the materials consists of three units which contain tasks in the range of 14-16 in each unit. Unit 1 consists of 14 tasks, Unit 2 consists of 16 tasks, and Unit 3 consists of 15 tasks. Each unit was developed using task-based instruction. In each unit, there are two task cycles, one for reading and the second focuses on writing. Meanwhile, for the pre-task phase, there were two focuses: in the topic and in the vocabularies. The topics are formulated based on the topics available in the curriculum and the students’ wants. They are related to local culture and heritage: historical buildings, historical events, and legends. Each unit contains a text type to explore. Unit 1 covers descriptive texts, Unit 2 covers recount texts, and Unit 3 covers narrative texts.

The first part of the unit is the title and indicators of the unit. The indicators of the unit give information about what the students are going to do in the unit. In each unit, there are 5 to 6 indicators, covering reading and writing. After the title and indicators, there is the pre-task phase. The students are introduced with tasks to build their knowledge about what they are going to do in the unit. The first task cycle covers skills in reading. The activities are varied from comprehending the text to giving opinion towards the text. After task cycle 1, the students are asked to focus more on the language of the texts. They are given explanations about the language and then asked to practice what they have learnt by answering

questions or, identifying mistakes, and/or writing sentences using the language. The second tasks cycle covers skills in writing, in which the inputs have been already presented in tasks Cycle 1. After accomplishing all the task cycles, the students are given chance to review and reflect on what they have learnt. Instead there is also a summary at the end of the unit.

In order to be able to enrich knowledge and skills related to reading and writing, students are suggested to use these supplementary materials. Further, students should follow the order of the tasks so that they can get the complete and clear understanding as the materials have been carefully organised based on the approach in language teaching (task-based instruction), from guided to freer activities as well as from less demanded to more demanded activities. Meanwhile, for the teachers, they should role as the students expected in this research so that the learning can run smoothly and the students can attain the maximum level of mastery.

Since this research focused on the development of supplementary reading-writing materials for enrichment purposes for Grade X students of Senior High School, it is expected that there will be any further research focusing on the development of supplementary listening and speaking materials for enrichment purposes for Grade X students of Senior High School. However, there should always be noted that in developing materials for enrichment purposes, the student's views are very important because the materials are expected to be used by the students independently. The materials for enrichment purposes should be in accordance to the student's wants and are innovative in attracting students' interest to learn. In addition, further research is also needed to develop supplementary materials for enrichment purposes for Grades XI and XII students of Senior High School, either for listening and speaking skills or reading and writing skills. Besides, it is also expected that there will be other research focusing on the development of supplementary materials for remedial purposes, since materials for remedial purposes are not available yet.

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