

DEVELOPING SUPPLEMENTARY ENGLISH READING MATERIALS FOR EIGHT GRADE STUDENTS OF SMP N 2 KASIHAN IN ACADEMIC YEAR 2017/2018

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Abstract

The objective of the research by developing supplementary English reading materials for Eight grade students were: (1) to produce a Supplementary English Reading Materials for Eight Grade students of SMP N 2 Kasihan and (2) to find out the feasibility of Supplementary English Reading Materials for Eight Grade students of SMP N 2 Kasihan.

This research was a research and development from Borg and Gall. It was conducted through the following steps: collecting research and information, planning, developing preliminary form of product, product revision, the main field testing, operational product revision, and final product revision. The product was tested to 32 students of class 8A. The process of validation was assessed by materials expert judgment, media expert judgment and English teacher and the final product revision assessed by students of class 8A. Data collection of this research were observation, interview and questionnaires. Data analysis used qualitative and quantitative. The instruments that used in collecting data were interview guideline, students' learning needs questionnaire, expert judgment questionnaire and students' feedback questionnaire.

The result shows that developing Supplementary English Reading Materials used Borg and Gall step is feasible for students of class 8A SMP N 2 Kasihan. The level of feasibility the learning materials are (1) Materials expert judgment present score 3.75 in a good category, (2) Media expert judgment present score 4.4 in a very good category and (3) the result of English teacher present score 4.05 in a good category. Total score of learning materials is 4.06 in a good category. These data assessed based on approach and goals, design and organization, language content, language skill and methodology. The materials designed using scientific approach i.e. observing, questioning, experimenting, collecting information, communicating and networking

Keywords: *Supplementary English Reading Materials, Research and Development, Feasibility, Scientific approach.*

INTRODUCTION

Reading is a skill that needs to be mastered properly by students, because reading skill is the main basic for someone to be able to master science in the field of study that is taught in the school. It is a proper way to have enough background of knowledge to develop other skill. Additionally, reading is one of English skills that is needed for students to improve students' competency in learning English. Through reading, they can learn vocabulary, language features and pronunciation. Moreover, reading can help students to explore their knowledge.

Based on 2013 curriculum, English lesson for Junior High School consists of four integrated skills. The integration of skills can be defined as the combination of two or more skill within a communicative task. By integrating skills, teacher should be make the class more active. The implementation of learning in the classroom from one skill to each other should be integrated. To accomodate students' learning needs based on 2013 curriculum, as well as in developing learning materials, teacher should be able to combine all the skills and create several activities such as listening, speaking, reading and writing in a material.

English learning in SMP N 2 Kasihan is using 2013 curriculum. The syllabus design of 2013 curriculum refers to core competence and basic competence. Core competence is level of students ability to achive a standard of graduate competence that they must have at any level, class or

program, while basic competence is the students ability to achieve core competence that is achieved by students through a learning. There are some activities in the teaching learning process such as observing, questioning, associating, experimenting and networking. Thus, English language book design of 2013 curriculum should have these activities.

However, there are problems during English teaching and learning process in the school that researcher found. In fact, school has applied new 2013 curriculum. Indeed, the school also has received English electronic-based text book to be used in the teaching learning process. But the reality of the field, in the teaching learning process, teacher still uses a book of old curriculum, KTSP 2006, due to learning reference to complete the materials of the English electronic-based textbooks of 2013 curriculum.

Based on the interviews from eight grade students of SMP N 2 Kasihan, they did not use the English electronic based textbook of 2013 curriculum effectively. As a consequence, teaching and learning process still used the old learning style based on KTSP 2006 curriculum, teacher centered approach not student centered approach.

In addition, the English materials did not fulfill the students' needs. The English electronic-based text book of 2013 curriculum is not complete.. The materials design provides more picture than using complete examples and materials explanation. As a result, they combine old book (English Electronic-based text book of KTSP 2006) and new book (English Electronic-based text book of 2013 curriculum) as learning sources in teaching learning process.

Most of students are less interested in learning English text types. The class of reading activities sometimes still use grammar translation method. Students usually read the text by answering the questions about main idea, they read the text without having preparation or understanding about text types and function of language features. Teacher ends the class by correction together with the students.. Therefore, they do not focus on the context of the text, but they more focus on the true or false answers. Students just focused on reading textbook and did exercise using students' worksheet. They just learnt English materials as what they received from the teacher. It makes them passive in the class.

In this case, it needs an alternative way to solve the problem. Researcher designs English reading material as supplementary media for students based on syllabus of 2013 curriculum. It aims to make students interested in reading English text types, the materials design is completed by explanation, example and activities based on the students' need at Eight grade of Junior High School. It is expected that the outcome of this study will be beneficial for students.

RESEARCH METHODOLOGY

A. Type of Research

This is a Research and Development (R&D) study. Sugiyono (2012: 407) define the term R&D is a research method. Its used to produce a specific product and test the effectiveness of the product. According to Syaodih Sukmadinata (2006:169) R&D is a research approach to produce new product or complement existing products.

The term of products in this context may refer to educational product. That can be used for teaching and learning materials, such as books, pictures, video, task book, software etc.The educational product result of this research is a set of Supplementary English Reading Materials for 8th Grade Students of SMP N 2 Kasihan. The content of materials are English text types, based on basic competence 3.7 and 4.7 about descriptive text and basic competence 4.11 about recount text.

The research procedures in this research are adapted from the research steps who developed by Borg and Gall, with the limitation of Borg and Gall in Emzir (2013:271) suggest that it is possible to limit research on a small scale, including in simplifying research steps. The implementation of Research and Development is according to the researcher needs to conducting a research. Then the research steps are simplified in seven steps, as follows: collecting research

and information, planning, developing preliminary form of product, product revision, the main field testing, operational product revision, and final product revision. The product was tested to 32 students of class 8A.

B. Research Setting

The research study is conducted in SMP N 2 Kasihan. There are 4 classes (A,B,C,D) of 8th grade students. The researcher used only one class as sample in this research. There are 32 student participating in the questionnaire filling and then the researcher is conducted the research in the class of 8 A.

C. Expert Judgment

In this research and development, the product was assessed by materials expert judgment, media expert judgment and English teacher. They are:

No.	Name	The role	Institution
1.	Juang Kurniawan Sy, M.Pd.	Materials Expert Judgment	English Lecturer at UPY
2.	Nafisah Endahati, M.Hum	Media Expert Judgment	English Lecturer at UPY
3.	Hasanah Tendri Angka, S.Pd.	Materials Expert Judgment	English Teacher of SMP N 2 Kasihan-Bantul

D. The product testing

The result of product revision are used to test the product use by students. Researcher conducting research by teaching students in the class using Supplementary English Reading materials. After the product testing is done, the researcher distributes students' feedback questionnaire about Supplementary English Reading Materials. Students asses the feasibility of Supplementary English reading materials based on likert scale.

E. Data Analysis

Data from students' learning needs questionnaire was analyzed through calculating the percentage of each answer on the questionnaire by following this formula:

Note : Number of answer
 Note : Number of students

$\text{Percentage (\%)} = \frac{F}{N} \times 100$

The Materials Expert Judgment, Media Expert Judgment and English teacher asses the feasibility of Supplementary English Reading Materials using Likert scale with the following range of values:

- 5 : Very Good
- 4 : Good
- 3 : Enough
- 2 : Less
- 1 : Very less

F. Research Instrument

The types of instruments that used in this research were observation, interviews and questionnaires. The instrument that uses in this research are interview guideline for teacher, students' learning needs questionnaire, material expert judgment questionnaire & students' feedback questionnaire.

1. The interview guideline is used as a guide for interviewing English teacher, with the aims to find accurate informations about English learning system, students' learning needs and problems in SMP N 2 Kasihan.
2. The students' learning needs questionnaire, the form of questionnaire is multiple choice. This questionnaire aimed at getting the information about students' background, level understanding, needs and learning target.
3. Expert Judgment Questionnaire, The evaluation questionnaire covers approach & goals, design & organization, language content, language skill and methodology.
4. The students' feedback questionnaire is used to check whether there are some parts of the developed materials that needs to be changed of refined, in the term of grammatical, practicality, layout, desain picture and so on. As a result the materials can be suitable with students' learning needs.

RESEARCH FINDING AND DISCUSSION

The result of observation, interview and questionnaire will be described in the following paragraphs:

a. Result of observation

The result of observation from the teacher aspect was teacher combined two learning source in the teaching learning process. Teacher still used a book of KTSP 2006 curriculum, due to learning references to complete the materials of English electronic based text book of 2013. But in fact, school has applied 2013 curriculum. The teaching learning process were still used teacher centered approach not students centered approach, where the teacher was in actively in teaching while the students was in a passive and receptive mode listening.

From materials aspect, the English materials especially in English text types did not fulfill the students' needs. The book of 2013 curriculum was not complete. The materials design of the book provided more picture than using complete example and explanation. As a result teacher combined old book, book of KTSP 2006 and new book of 2013 curriculum as learning source in teaching learning process.

From students' aspect, most of students are less interested in learning English text types. The class of reading activities still used grammar translation method; they read the text without having preparation or understanding about English text types and function of language features. They did not focus on the context of the text but they more focus on the true or false answer, they just learn English materials as what they received from teacher. It made them passive in the class.

b. The Result of interview

Researcher interviewed an English teacher to collect the data, find accurate information about English learning system and students' learning needs. Interview consisted of general overview of KTSP 2006 Curriculum and 2013 Curriculum based on teacher view, types of curriculum that used in SMP N 2 Kasihan and the implementation of 2013 Curriculum.

The English book that used in teaching learning process, the completeness of English BSE book of 2013 Curriculum as learning source, the practicality of BSE book of 2013 curriculum and KTSP 2006, English skill that should was got attention, the difficulties of teacher in teaching English, teacher efforts to solve the problem, the problem that related to the availability of learning source, learning references, supplementary materials in learning English and teacher experience in developing product.

The result of interview first, teaching learning process in KTSP 2006 curriculum was used teacher centered approach and developing learning system submitted to the headmaster of school, and adjusted with school needs. While, in 2013 Curriculum was used student centered approach, teacher must be creative and innovative in learning, there was increased in meeting class 4 hours in every week and the syllabus design is determined from the Ministry of Education. Actually English learning system in SMP N 2 Kasihan was used 2013 curriculum, but in the implementation teacher still not use 100% of this learning system. The reality of the field, teacher was not ready to use it. Teacher was combined two English, BSE book of KTSP and 2013 curriculum.

Second, in teaching learning process students were used English BSE book and LKS. The English BSE book was got from school, but for LKS they bought it in the cooperation. The teacher said that about English learning materials i.e. materials about English text types from new Curriculum was less complete, the materials design provided more picture than using complete example and materials explanation.

Third, in fact students were not interested and motivated to learn English. The majority of them was lazy in reading, even though the English materials for eight grade students was more learnt about English text types. One of the several way to learn English text types was by reading. Besides that, students still confused to distinguish the function of verb 1 and verb 2.

Fourth, teacher said another problem, the facility of English BSE book was still limited, and i.e. one book was used for two students. Sometimes teacher also still used old curriculum book that was still available in the library to complement the materials of the new curriculum book, especially in English text types.

Fifth, based on several problems above teacher also said that, she needs another references as learning source other than used English BSE book and LKS to complete the materials. English teacher also had never developed the materials related to English text types.

c. The result of students' learning needs

After conducting observation and interviewing an English teacher, the researcher analyzed the students' learning needs. The data was got from students' learning needs questionnaire. It used to complete the data of research to know the students' needs. The result of data can be seen in the following table:

Table 4.1 the result of students' learning needs analysis

No	Aspect	Categories of Responses	N O S	NOA	Percentage
1.	The purpose of students learning English	a. To get good scores in English exam	32	6	18.75 %
		b. Able to communicate in English	32	17	53.125%
		c. Prepare to go to next education level.	32	8	25%.
		d. Another choice.....	32	1	3.125%
2.	Students' level English competency	a. Beginner	32	25	78.125%
		b. Intermediate	32	3	9.375%
		c. Advanced	32	0	0%
		d. Another choice.....	32	4	12.5%

3.	Function of reading English text types	a. Get the information	32	1	3.125%
		b. Answer question based on reading text.	32	8	25%
		c. Add new vocabulary and knowledge	32	22	68.75%
		d. Another choice.....	32	1	3.125%
4.	Good reading habits can improve the English skills and enrich the knowledge due to student can understand a variety of oral and written information	a. Yes, agree with this statement	32	20	62.5%
		b. No, less interested in reading activities so students prefer to add their information through other activities.	32	3	9.375%
		c. Sometimes students need to get used to reading English text types in order to complete the task given by the reader.	32	9	28.125%
		d. Another choice.....	32	0	0%
5.	Appropriate reading materials to support teaching material based on students' interest through reading.	a. The material arrangement is short, complete and clear.	32	10	31.25%
		b. The materials completed by example, color pictures, and complete explanation.	32	19	59.375%
		c. Neat in writing and simple picture.	32	3	9.375%
		d. Another choices.....	32	0	0%
6.	The most interest materials theme	a. Experience	32	1	3.125%
		b. Daily activities	32	4	12.5%
		c. Technology	32	15	46.875%
		d. Tourism place	32	9	28.125%
		e. Environment	32	2	6.25%
		f. Family	32	1	3.125%
		g. Living Things	32	0	0%
		h. Another choices.....	32	0	0%

7.	Color that student like	a. Bright colors	32	31	96.875%
		b. Gradation colors	32	0	0%
		c. Transparency	32	0	0%
		d. Another choices.....	32	1	3.125%
8.	Size of module	a. Standard size of BSE book	32	32	100%
		b. Standard size of LKS book	32	0	0%
		c. Booklet	32	0	0%
		d. Another choices.....	32	0	0%
9.	Font size of module	a. Supplementary English Reading Materials (MS Mincho)	32	3	9.375%
		b. Supplementary English Reading Materials (Times New Roman)	32	3	9.375%
		c. Supplementary English Reading Materials (Agency FB)	32	26	81.125%
		d. Supplementary English Reading Materials (Comic Sans MS)	32	0	0%
10.	Grammar explanation	a. Yes, very needed	32	31	96.875%
		b. Yes	32	1	1%
		c. No	32	0	0%
		d. Another choices.....	32	0	0%
11.	Learning English Activities	a. Individual	32	8	25%
		b. Work in pairs	32	3	9.375%
		c. Groups	32	21	65.625%
		d. Another choices.....	32	0	0%
12.	Learning Vocabulary	a. Translating Vocabulary	32	17	53.125%
		b. Crossword	32	0	0%
		c. Antonym & Synonym	32	4	12.5%
		d. Another	32	21	65.625%

		choices.....			
13.	Learning Grammar	a. Identification error structure of sentences	32	1	3.125%
		c. Correction error structure of sentences	32	1	3.125%
		d. Write the sentences based on structure of sentences that have learn before	32	30	93.75%
		e. Filling out the text with the vocabulary provided	32	0	0%
14.	Type of the text that students know	a. Descriptive	32	26	81.125%
		b. Procedure	32	3	9.375%
		c. Recount	32	2	6.25%
		d. Narrative	32	1	3.125%
		e. Another choices.....	32	0	0%
15.	Students' understanding of the use of simple present tense and simple past tense	a. Not understand	32	28	87.5%
		b. Understand	32	3	9.375%
		c. Very understand	32	0	0%
		d. Another choices.....	32	1	3.125%

This part discusses about the result of validation by materials expert judgment, media expert judgment, English teacher and students' feedback. It explains further about specification of Supplementary English Reading Materials that had been developed.

1. The result of analysis data from validator

There are the results of analysis data in learning materials.

a. Changing assessment from qualitative into quantitative using Likert scale.

Table 4.9 Likert Scale

Category	Score
Very good	5
Good	4
Enough	3
Less	2
Very less	1

b. Counting score using mean formula:

$$\text{Mean} = \frac{\sum f x}{N}$$

Explanation:

Mean = average score
 $\sum f x$ = sum score
N = sum value

c. Changing mean score into qualitative assessment

$$RT = \frac{R_t - R_r}{M}$$

$$= \frac{(5 - 1)}{5}$$

$$= 4:5$$

This table explains the distance scale based on the score above:

Table 4.10 Distance scale

Scale	Qualitative Data	Interval
5	Very Good	4.20 – 5.00
4	Good	3.40 – 4.19
3	Enough	2.60 – 3.39
2	Less	1.80 – 2.59
1	Very less	1.00 – 1.79

Based on the result of validation from the Experts judgment and English teacher got score it got 4.06 it means good category. The result of validation is showed in the following table:

The result of validation by Expert Judgment

No.	Validator	Developing Supplementary English Reading Materials for Eight Grade Students	
		Score	Category
1.	Materials Expert Judgment	3.75	Good
2.	Media Expert Judgment	4.4	Very good
3.	English teacher of Eight Grade	4.05	Good
	Total	12.2	
	Average	4.06	
	Category	Good	

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Based on research findings and discussion, conclusion can be described as follows:

1. Developing Supplementary English Reading Materials

The learning English materials in the form of Supplementary English Reading Materials for Eight Grade Students of SMP N 2 Kasihan was developed based on by Borg and Gall and Jolly & Bolitho model. It consists of Eight steps such as follows: (1) Collecting Research and Information (2) Research Planning (3) Develop Preliminary Form of Product (4) Product Revision (5) The Main Field Testing (6) Operational Product Revision (7) Final Product Revision. The result of the research was a Supplementary English reading materials.

2. The feasibility of Supplementary English Reading Materials for Eight Grade Students of Junior High School.

The result of validation from materials expert judgment got score 3.75 in a good category. The result from media expert judgment got score 4.4 in a very good category and the result from

an English teacher got score 4.05 in a good category. These data were assessed based on approach and goals, design and organization, language content, language skill and methodology. The mean of score from the results were 4.06 with the category is good. So the Supplementary English Reading Materials is feasible to use for teaching and learning English in eight grade students of junior high school.

B. Suggestions

Researcher have some suggestion such as follows:

1. For teacher
 - a. In teaching learning process, teacher should be select the appropriate materials to persuade students' interest in learning English.
 - b. The teacher should give some different method and media in reading class
2. For students
 - a. needs to learn from other learning source other than English BSE book and worksheet that provided by school.
3. For researcher
 - a. In conducting research through observation. This stage should be done with an ideal time, as researcher conducting observation for one semester.
 - b. In finding students' learning needs by interviews, researcher should conduct interview more than one English teacher in the school. Subject of the research is more than one class.

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