

**DEVELOPING SUPPLEMENTARY READING MATERIAL FOR “WHEN ENGLISH RINGS A BELL” FOR EIGHT GRADE OF SMP MUHAMMADIYAH 7 YOGYAKARTA**

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**ABSTRACT**

The purpose of this study is to describe how reading materials based on the 2013 Curriculum for grade VIII students of Junior High School was developed and to describe the efficacy of the supplementary reading English material VIII students of Junior High School. This research belongs to Educational Research and Development (R&D) using a simplified six steps of Borg and Gall’s model (1983). The six steps are as follows. (1) Research and information collecting was conducted by performing document analysis, class observation, interview, product testing, as well as experts’ judgments, (2) Planning and drafting were conducted following Nation and McCalister (2010), (3) Draft revision by experts, (4) Field testing was conducted in the eight grade of SMP Muhammadiyah 7 Yogyakarta, (5) Revision, and (6) Final product. The findings shows that (1) learning materials that were developed in this research fulfilled the criteria of R&D model. The result of this product development was beneficial, useful and appropriate to be used for Junior High School students especially in SMP Muhammadiyah 7 Yogyakarta. (2) the efficacy of the supplementary reading materials could be seen from the students’ participating in the teaching learning process. It showed that the students were active and fun in joining the class. It can be said that the supplementary reading could help students to achieve the students’ need, to improve vocabularies, and to improve their pronunciation. Furthermore, the reading materials as the product of this study provide additional learning resources for students.

***Keywords: Supplementary Reading Materials, Teaching Reading, Junior High School.***

**INTRODUCTION**

As an international language which is widely used, English is very important and has many relationships with various aspects. In Indonesia, English is the first foreign language that is taught in schools. It is taught from Elementary School up to

University. Many people need to communicate with others successfully in social functions and in different contexts and situations. In order to do so, people need to acquire the skills of listening, reading, speaking and writing and also its elements, such as; pronunciation, grammar and vocabulary which facilitate them to

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interact with others in the written form or oral form of interactions to exchange their needs. Besides, English is also one of the keys that open the door to scientific and technological knowledge. Much knowledge, science, technology, and other crucial things are presented in English language.

In globalization era, the Indonesian students are required to master English. They learn language as an instrument to be able to achieve certain purposes in life for career and further education. For this reason the Ministry of Education in Indonesia decided English as a compulsory subject to be accomplished. Considering this condition, good materials which motivate and facilitate students to accomplish the competencies are needed. It means that the textbook takes an important role in the teaching learning process. It gives the instructional for learners to learn the material. So that, textbooks should be fun, interesting and effective s that it motivates learners in the teaching learning process and in comprehending the materials.

SMP Muhammadiyah 7 Yogyakarta is one of the junior high school level that used textbook provided by the Minister of Education; entitled “*When English Rings A Bell*” textbook. Based on the evaluation through interview with students’ and teacher who teaches in SMP Muhammadiyah 7, the researcher can make a conclusion that the book is good, but there a little bit shortcoming that is not appropriate with students’ need and the textbook does not include all language skill, especially for reading skill. In chapter VII and XII of the *When English Rings A Bell* (WERB) textbook doesn’t give text relates to the students’ need. The textbook only gave the text or expressions for all the skills except reading skill. It’s difficult to find out an appropriate materials for reading there. Sometimes, it

found there were some expression. It is not efficient for students to improve their reading understanding. In the end, teacher should find the other materials to support the teaching learning process, especially in reading. It could be proved through the interview (appendix) done between researcher and the teacher.

Actually, the teacher also said that reading materials were provided in the textbook of WERB. On the other hand, it was difficult to find the activities that could support or improve student’s skill. The activities provided in the textbook by doing the essay task about the text. It was not vary. In fact, students need the activity that could support them in improving their vocabularies, their pronunciation, and their understanding of the text. As known that vocabularies had an important role in the reading improvement.

Through this case, the researcher found that teachers should be more creative in teaching. The teacher needs to give appropriate texts and also the kinds of the text and the part of every single text, the form of grammatical structure for the text and list of relevant vocabularies by himself to guide the students. Then, there should be development of supplementary reading materials. It was developed based on students need and core and basic competence in 2013 curriculum.

## **LITERATURE REVIEW**

### **Reading**

According to Harmer (2002:190), reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain works out the significance of the message. Lado (1964:65) writes that reading is an active cognitive process of interaction with print and monitoring comprehension of establishing meaning which means the brain does not work in reading; the pupils

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get information by comprehending the message and the teacher motivate the pupils to read.

Based on definition above, it can be concluded that reading is interpretation, interaction, and communication process between the writer and the reader. During reading, the reader tries to get message that is given by the writer through word media or written language.

There are some principles that teacher needs to consider when teaching reading to students. Harmer (1998: 70) proposes principles of teaching reading that reading is not passive. Students need to be engaged and be encouraged to respond to the content of the reading text. Making students engaged with the reading text, they should predict what is going happen as they read the text. Teacher should provide the prediction activities and choose match topic and interesting can be accompanied with imaginative and challenging text for student. Finally, Good teachers should integrate the reading text into interesting class sequence, using the topic and task for discussion.

### **Developing English Reading Materials**

Tomlinson (1998) defines materials as anything such as cassettes, videos, CD-ROM, dictionaries, grammar books, reader, workshop, photocopied exercises, newspapers, food packages, life talks, instruction given by a teacher, etc. that can be used by the learners or teacher to increase the learners’ knowledge and experiences of the language. In line with Tomlinson, Richard (2001) mentions that materials is the basis for much of the language input that is received by the learners and the language practice that occurs in the classroom. He also classifies materials into two types. They are authentic and created materials.

McGrath (2002) defines supplementary materials as materials taken from another source or any other material that is developed for learning purposes. They are developed by adding new additional materials in order to supplement the textbooks. According to Spratt, et al (2005) supplementary materials try to cover the gaps that textbook cannot cover. In addition, Cunningsworth (1984) states that the supplementary materials can be visual, audio, audio-visual materials, e-learning, or games. Further, Brown (1994) states that the English teachers need to supplement the materials to motivate the students in the learning processes. Added to this, motivation is one of the key factors in learning processes. To sum up, supplementary materials can be any instructional material for teacher use and/or students selection that increase learners’ motivation in teaching and learning processes and provide extension, enrichment, and support to the curriculum.

Characteristics of good materials have to be the basis in developing a set of materials. These following characteristics of good materials are purposed by Tomlinson (1998):

1. Materials should achieve impact.
2. Materials should help learners feel at ease.
3. Materials should develop learners’ confidence.
4. Materials should be relevant and useful.
5. Materials should facilitate learners’ self-investment.
6. Materials should make the learners be ready to acquire the points being taught.
7. Materials should expose the learners to language in authentic use.

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8. Materials should provide the learners with opportunities to use the language.
9. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulate both left and right brain activities.

Nunan (1988) offers principles of materials development as follows:

1. Materials should be linked to the curriculum they serve.
2. Materials should contain authentic texts and tasks.
3. Materials should stimulate interaction.
4. Materials should focus on formal aspects of the language.
5. Materials should encourage learners to develop learning skills.
6. Materials should encourage learners to apply their language skills to the real life.

### **METHOD OF RESEARCH**

Research belongs Educational Research and Development (R & D). Borg and Gall (1983: 782) said that “research and development is a process used to develop and validate educational product”. This research also called “Research Based Development” that immersed as a strategy to improve the educational quality. The aims of R & D are also to answer the specific questions about the practical problem through applied research is used to increase the educational practices. This research was conducted to develop the supplementary reading materials for the Eight grade students of Junior High School of Muhammadiyah 7 Yogyakarta based on

the “WHEN ENGLISH RINGS A BELL” textbook. The research method was chosen because it is product oriented that the product can be used to increase the result of the teaching and learning process.

This study used Borg & Gall’s model in developing the supplementary reading materials, but it was simplified into six steps.

1. Research and information collecting

In this step, the researcher collected the information by analyzing the textbook, observing the class and also did interview with teacher and students to find the information about them. It was done on Saturday 25th March 2017.

2. Planning and drafting

Based on the information in the previous step, this study tried to reveal what the problem was, objectives of the course of the study, found a solution (supplementary reading materials), and decided that expert judgment was needed in conducting this preparation. This study used the development procedure from Nation and Macalister (2010). After collecting and studying, planning, as well as revealing the weaknesses, create course grid, then preliminary form of reading materials was developed.

3. Draft Revision by Expert

There are two lectures and a teacher as the expert judgment in this researcher. The preliminary product was consulted to those two lecturers, so that there was relevant input to revise the preliminary product including (1) content, (2) language, (3) layout of the product

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and etc. Therefore, the researcher knew the weakness in preliminary reading material and revised it to improve the quality of the product.

### 4. Field testing

Main field-testing was conducted in VIII C with 33 students involved in this test. The result of this test was used as a main consideration in doing revision of preliminary product in order to make better in the final product. Field-testing was conducted in class VIII C in June 15, 2017. In conducting the field testing, the English teacher served as the observer and collaborator. After the try-out, the researcher asks the collaborator for the suggestions.

### 5. Revision

After the main field-testing was carried out, the revision of this product was made based on the latest result of the test, teachers' perception, and expert's validation to create the final product. Three main parts of this revision are (1) content revision, (2) language revision, and (3) lay out revision.

### 6. Final Product

The final product is the product that has been tried out, reviewed and revised. Each chapter was revised based on the result of the try out and the experts' judgment. Eventually, this product can be used.

## **DATA ANALYSIS, RESEARCH FINDINGS, AND DISCUSSION**

### **1. The development of English Supplementary Material.**

The development of supplementary reading materials was conducted based on the adapted 10 stages from Borg and Gall (1983) to become 6 stages, while the contents of the materials were based on Nation and Macalister (2010). The 6 stages of developing supplementary reading material were presented as follows.

#### 1) Result of Document Analysis

After conducting the document analysis, the researcher found some problems appears in the textbook.

- a. Some materials existing in the textbook identifies several flaws need to be improved especially for reading skill.
- b. There was an irrelevant units did not match with KI and KD inside this textbook. It exist in XII (Mousedeer and crocodile).
- c. The textbook did not give clear explanation about the material, including element of language such as tenses, kinds of noun and adjectives are needed to be well understood by the students.
- d. The textbook did not provided enough vocabulary

exercises. It needs to more various forms of activities in the vocabulary exercises. Based on the analysis above the researcher did the development supplementary English reading material with relates with KI and KD .

## 2) Result of Students' Condition Analysis

- a. Some of the students were low motivated in the teaching learning process.
- b. They were lack in vocabulary mastery, pronunciation, and limited time to learn English in classroom.
- c. The students were not habituated to students-centered learning activities.
- d. Students felt difficulties in learning process that made them low ability, especially in reading.
- e. Students needs textbook that can makes them easy to understand text, help them enrich their vocabulary, and can help them to improve their pronunciation.

## 3) Result of Teacher Educational Qualification Analysis

- a. The teacher had graduated from one of the state university in Yogyakarta. He had been teaching for 24 years in Muhammadiyah 7 Yogyakarta. He also had another experience in teaching English.
- b. In the teaching and learning process, the teacher could manage the class well. He gave best explanation and instruction about the material in class.
- c. He also used bilingual in learning and teaching process to ensure students' understanding.

## b. Planning and Drafting

Based on the first stage, preliminary form of reading materials that was expected to achieve the goal of K13 was developed, and course grid had been made before supplementary product. The content and sequencing of its materials in the course grid follows the format and presentation of scientific approach. The purpose of scientific approach was to develop the students' ability to communicate using the target language either written or orally in an accurate manner contested in four language skills in various of contexts and purposes using text types and language functions. On Scientific Approach, there were five stages based on Priyana, (2014:2) namely, observing, questioning,

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associating, exploring and communicating, and the material was represented in the form of English textbook. The detailed explanation of each step is as follows.

- a. Observing: Students observe objects, things, or situation related to environment given by the teacher.
- b. Questioning: Students question themselves, partner or their group about what they should know from the objects, things, or situation given.
- c. Exploring: Teacher drills the students’ English ability through simulation, role plays, or other activities.
- d. Associating: Students analyze, discuss, and summarize the text.
- e. Communicating: Students convey the result of their discussions and share in front of the class.

### A. Draft Revision by Expert

The supplementary reading material was revised based on the experts’ judgments. Three main points revised in this product are: (1) content, (2) language, and (3) lay out of the product.

#### 1) Content Revision

Content revision is the revision that conducted to revise the content of supplementary reading materials whether the materials were already in line with the students’ needs and level, or relevant with K13. In case some content of the materials did not match with curriculum and students’ needs, this was the function of content

revision activities in revising the materials so that the content would keep its relevancy in achieving the objectives of curriculum.

#### 2) Language Revision

Language revision is the activity to revise the product using correction on inappropriate word choices as well as grammatical error which existed in the materials. The language aspect that was already revised in this product such as too long sentences, improper word choices, unclear instructions, mistyping, and grammatical mistakes.

#### 3) Lay out revision

Lay out revision is the activity to revise the position of the materials. For instance the text of in its materials was too long, so this needed to be revised. Another was the short space for answers in the worksheet, which required a revision.

### B. Field Testing

Field Testing is the activity to validate whether the product that had been developed shows effectiveness in the class. The steps of field testing in the class based scientific approach. They are:

#### a. Warming Up

In the first step, the teacher gave the picture of the “Mousedeer and crocodile” . It aimed to make students interest in text teaching and learning and carry the students to understand what are going to learn at the day. When the teacher asked them what kind of the picture that they see in the picture, the students was actively answer the question in Bahasa. The activity showed

that the students were active even in Bahasa, so it showed us that they were still lack in vocabulary mastery. In the end, teacher lead the students to follow the teaching learning process and explained about the generic structure of the text that they learnt. Then, researcher guided them to identify it in the text provided in the textbook.

b. Observing

In this stage, the researcher asked the students to read the text, and guide them to observe or to find the difficult word in the text. the researcher got the students give their attention to the activity provided in the textbook.

c. Questioning

Through the activity in the observing stage, the researcher intended to encourage the students to pose questions. The students might bring the difficulties in understanding the text. The student could pose the simple question, and in the end for deep understanding teacher pose a question to the students. The question was aimed to make them more understand about the element of the language, and also understand well the language features of the text that they learnt.

d. Exploring

In this stage, the researcher tried to exploring the students with their field of the study. The researcher asked the students to answer the question from the text. They worked in group. In the group, the textbook provided the activity that can help them enrich the vocabulary. Through this

activity, some students were found had bad pronunciation.

e. Associating

In this stage, the researcher asked the students to work individually to check their understanding. But in the end, the result of the work was discussed in the class. According to this activity, some students was found difficult in understanding the text. it can be seen from their wrong answer of the task.

f. Communicating

In this stage, the researcher asked the students to communicate their final work by writing a message to the character provide. Teacher hoped that their work could be presented before the class. But because of the limitation of the time, only some students that could presented before the class.

The finding of this field testing is as follows.

1. The level of text's difficulties was already appropriate with the students' ability. So, this text can be a model to provide or create other text for the supplementary materials.
2. Group discussion had a better outcome rather than individual activity, so there should be two activities existing in the main product to balance students' skills in working as a group or working as an individual.
3. The students lacked pronunciation. Therefore, for the betterment of the product to help students improve their ability in pronouncing the words, the main product should

discuss more on how to pronounce the words correctly.

4. The students lacked ability for answering the specific questions.

### C. Revision

This revision was not too different from the previous revision. The difference was on the object of the revision. The previous revision had been conducted to revise the preliminary product, while this revision activity was to revise the product that had already been tested in the field. The points being revised were the same with the previous revision, consisting of Content Revision, Language Revision, as well as Lay out Revision. The summary of revision is as follows.

1. The task for students' vocabulary improving.
2. The layout of the page. To make the textbook more interesting than before, it suggested that it would be better if the page of the textbook gave a color that can make students happy to have it.

### D. FINAL PRODUCT

The final product that has been tried out, reviewed, and revised can be used.

## 3. The Efficacy of Reading Materials

### For Grade VIII Students

Based on the development and implementation of English supplementary reading material for Grade Eight in SMP Muhammadiyah 7 Yogyakarta, it showed that there were some efficacy for the students. They are:

1. Students found the social function of the text by them self through the

activities provided in textbook with teacher's guide.

2. Students could improve the vocabularies by discussing with their friend. This activity was suitable to the Scientif Approach that made a class become students centered.
3. The efficacy of the supplementary materials could be seen from the activities during the class. They were enthusiastic on activities given. They shared idea. The asked some things that they don't know. They followed teacher's instruction well.

## DISCUSION

Finally, based on the description of the findings above, it is still need to develop a supplementary reading materials in detail and comprehensive way. As an addition, in planning and drafting as well as revision session, it needs more than one experts to ensure that it will not do repeated field testing to develop the product.

The content of supplementary reading materials should be in line with the specific needs of students. The product made by researcher was suitable and match with KI and KD and also students' need. If the research fails in gaining full information regarding the object of the research, the product will never meet its goal.

Because of the content of this material is based on the students' need, the researcher believe that this product will help them in the future, for instance when they face their UN, the vocabulary activities that they did in the teaching learning will help them in answering the question of UN. The activities contained in the product was vary. It makes easier for students to understand the materials. As an addition, the materials were designed with the clear steps of scientific

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approach. It makes teacher easier to use this product to teach students.

On the other hand, a limitations is identified on these supplementary materials. Some words that students are not familiar with exist in this material, so that teacher needs to guide students to understand the words.

### **CONCLUSIONS AND SUGGESTIONS**

#### **Conclusion**

Based on the research findings and discussion, the conclusion of the product is represented as follows.

- 1) Learning materials that were developed in this research fulfilled the criteria of R&D model. The procedural of the study followed the stages by Borg and Gall, R & D. The result of this product development was beneficial, useful and appropriate to be used for Junior High School students especially in SMP Muhammadiyah 7 Yogyakarta.
- 2) The efficacy of the supplementary reading materials can be seen from the students' participating in the teaching

learning process. They were so active and fun in joining the class. So, the efficacy of the English supplementary reading material helped students to achieve the students' need, to improve vocabularies, and to improve their pronunciation. Furthermore, the reading materials as the product of this study provide additional learning resources for students.

#### **Suggestion**

Based on the conclusion above, the suggestions to develop more effective and efficient learning reading materials are as follows:

- 1) The supplementary reading materials was developed based on the students' needs, document analysis, experts' judgments, as well as the perception of the English teacher in SMP Muhammadiyah 7 Yogyakarta.
- 2) The supplementary reading material in this research can be used as a model and source in developing textbook or other supplementary materials for Junior High School.

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