

DEVELOPING SUPPLEMENTARY READING MATERIALS FOR SENIOR HIGH STUDENTS IN ENGLISH COURSE PROGRAM

Devilia Indah Kusuma

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: deviliaindah@gmail.com

Abstract

In accordance with the successfulness of school examination, every school has its own way to pass the completion. Additional program is added to be the solution in preparing students become more ready to face the school examination. The provided book in this program is only consist of some exercises without summary or brief theory about each material. Another problem is that students are forced to learn the material independently because of the limited time in each session. It is difficult for them to understand the material by using only exercise book. From those problems, it is important to develop product which support the provided book in English course program. The development of this product is based on students' need and interest and it is categorized as Research and Development (R&D) since the objective of this study is to develop a product which can be applied for an educational program in English learning and teaching. The final product of this development is supplementary reading materials entitled "Smart Reading. Question Bank". The material is about types of text. This product is designed colourfully with attractive pictures illustration in order to make students become more interested in doing the exercises.

Keywords: developing, supplementary reading materials, English course program

INTRODUCTION

Some changes in the world of education have been carried out by the government to improve the quality of education in Indonesia. It also affects the standard system to evaluate the quality of education. For several years, National Examination becomes a standard system to evaluate the quality of education in Indonesia. But now, School Examination has an important role to measure students' understanding as stated in "Ministerial Regulation no. 43 of 2019". Deal with the decision of Education and Culture Minister (Mendikbud) Nadiem Makarim to abolish National Examination, it makes every school should have a standard system which is suitable to measure students' ability. Beside completing all school learning programs,

obtaining at least "good" on attitude aspect score, and passing the school examination are the important points in assessing students' ability.

In accordance with the successfulness of school examination, every school has its own way to pass the completion. Additional program is added to be the solution in preparing students become more ready to face the school examination. In SMAN 7 Malang there is an additional program which focused on learning the subjects which will be tested in school examination. This program is called "Program Bimbingan Belajar or Course Program". Course program is held every Friday at 2 p.m. – 4 p.m., it is divided into two sessions (each subject is 60 minutes). This course is required for students at grade XII including all study programs (science, social and language).

There are many subjects learned in this program, English becomes one of the compulsory subjects for students because students in all study programs are learn about English. Even though students have learnt English in their regular program, but the material is very different. In regular program they learn based on the syllabus of a certain grade, but in English course program they learn about complex materials from grade X to grade XII. It will be a challenge for students to learn such a complex material just in 60 minutes.

In creating the effective program, the school provides a course book which only consists of some exercises without summary or brief theory about each material. It becomes a problem for students who do not really understand about English. They have to answer the exercises and the teacher will give the answer key in the end of the learning. This is not an effective way to teach students because every student has a different ability in learning. Another problem is that students are forced to learn the material independently because of the limited time in each session. It is difficult for them to understand the material by using only exercise book. Beside the difficulty of students' in learning English, reading is considered as one language skills which gives the influence to the development of other skills. Weisi (2012: 146) states that reading is an important skill that should be mastered by the students. It means that the main goal of the learning English in school is focused on reading comprehension. It has proved that this program is only focused on reading comprehension.

From those problems, the researcher tries to find out the deep information about students' need by conducting need analysis procedures. Distributing questionnaires to the 30 students from grade XII and interviewing teacher, principal and alumni are the procedures that used in this phase. The result of students' questionnaires show that 100% students agree that the provided book is not interesting for them. With this condition, it will be difficult for them learn about such a complex material for examination. Moreover, they explain about the weaknesses of the provided book in various reasons. Based on the data, the first reason is the design of the book (40%).

Second, there is no brief explanation (28%). Third, the text is difficult to be understood (20%). The last, the content is so monotonous (12%). The next data tells that the majority of students (27 students) agree that the provided book should be developed. It means 90% of them are really need the supplementary book to help them in learning. In relation with students' need, the researcher found some criteria of the supplementary reading material that can increase students' interest. The material provides with the interesting design (43%), it provides with sample question and exercises (32%) and it provides with the brief explanation (25%) are the criteria based on the students' response. In addition, the most difficult material to be learned is finding the general information of the text. It becomes a difficult material for 11 students (37%). Another difficult material is finding the detail information or specific information (33%). The last difficulty is finding the similar meaning or the closest meaning of the intended word (30%).

The next information is based on the interview with the English teacher in SMAN 7 Malang, principal and some alumni. From the result of interview with the teacher, the material used in course program is suitable for students grade XII who will face the examination. Since the material is about reading, sometimes students feel bored to do the exercise. It has proved that some students were absent without any reason. In relation with the teacher answer, the result of questionnaires shows the same information that the students are not interested in reading because they need the material which support they needs. She gives some suggestions to support this development. First, the materials used in this program is from the standardized material given by BSNP (Badan Standar Nasional Pendidikan) since there is no specific standardized that officially announced by the government for school examination. Second, the design should be interesting. Last but not least, the future product will be better if it is provided with the helpful strategies in doing the exercise. More significantly, the teacher hopes the future product can make course program class will be more interesting, enjoyable and understandable for the student.

The second interview was conducted to the principal of SMAN 7 Malang. From the result of interview, the principle also supports the development of the future product. She hopes that this product can be beneficial for student in preparing the examination. Additionally, the principal suggests that the most important point is creating the interesting material for students because by using the interesting material, teacher can create a fun learning and reduce the stress before facing the examination. It will be the challenge for the researcher to be more creative in creating the supplementary reading material for students. According to McGrath (2002), supplementary material refers to the materials which are adapted from other sources which designed to support the teaching and learning process based on needed. It

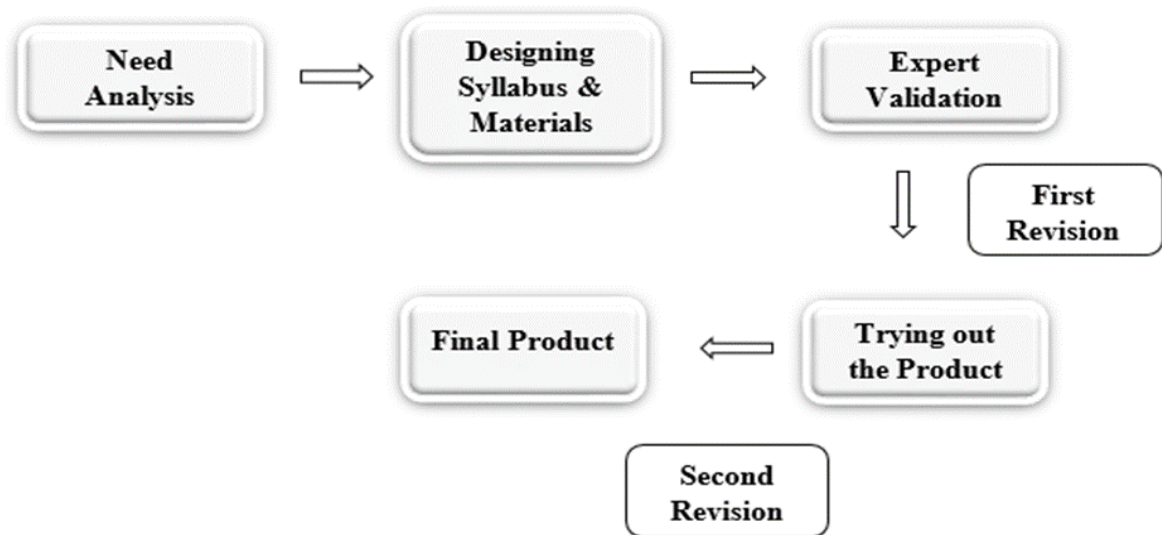
means that supplementary materials are not only useful for the students but also the teachers. Students can learn independently if the time provided is limited.

The last interview is conducted to the alumni of SMAN 7 Malang in order to get deep information about the difficult material and the suggestion for the future product. There are two alumni who are participated in this phase and they have passed examination. Based on their information, the course book is helpful to train them do a lot of exercises. In other hand, the course book is not interesting and they got some difficulties to do it. First, there is no brief explanation and it makes they cannot differentiate between one type of text to another. It takes so much time when they have to find out the purpose of the text. Another difficulty is about vocabulary question. It becomes difficult when they are lack of vocabulary so they cannot understand the text. It is confusing when they are forced to find out the similar meaning or the closest meaning but they do not know the meaning of the intended word. In addition, they hope the future product can solve those problems and fulfil the students' need.

In English course program, the supplementary reading materials can be used to gain a deep understanding about the material based on the national standard that they cannot got in their regular class. Moreover, the majority of them has already forgotten about this material because it has been learned in previous grade. Based on information and suggestion from them, this study will focused on developing supplementary reading material which is compatible with material from grade X to XII and standardized material from BSNP. This product consists of 8 chapters and it is completed with tips and tricks, brief explanation, sample question, vocabulary builder, mini test and practice test.

METHOD

There are five steps in developing this product. The first step is need analysis which originally from students' needs to identify goal. Second step is designing syllabus and materials based on the information from need analysis. The third step is expert validation which originally from design and conduct formative evaluation of instruction. In this process, the first revision occurred. This product should be revised based on expert validators' comments and suggestions. The fourth step is trying out the product which originally from first revision. It is needed to find out the weaknesses of the product. If any part should be added or changed. It becomes the second revision of the product. The last step is final product which originally from finishing product based on second revision process and evaluation. The figure bellow is the clear scheme about steps used in developing the product.



RESULTS

The result of need analysis is based on students' questionnaire and interview with English teacher, the principal and the alumni of the school. Questionnaires are given to 30 students of grade XII at SMAN 7 Malang. The questionnaire covers students' interest to read the provided book, the weaknesses of provided book, the necessity of the future product, the student's expectation about future product and student's difficulty in learning. The result indicates that 30 students are not interested to read the provided book. The majority of students agree that the design of the provided book is not interesting, 28 % of them agree that brief explanation is not provided, 20 % agree that the text is difficult to be understood and 12 % agree that the content is so monotonous. In addition, 27 out of 30 students agree that the provided book should be developed. In other words, 90% of them are really need such a supplementary reading material. Moreover, the criteria of reading material that can increase students' interest in reading are: it has an interesting design (43%), it contains of sample question and exercises (32%) and the material should contain of brief explanation (25%). The main result of interview with English teacher, the principal and alumni tell that the product should has an interesting design and it can help students to face the examination.

Since the syllabus for English course program is not available, the researcher needs to develop the syllabus as well. The syllabus is adapted from Minister of Education and Culture Regulation no. 22 of 2016 about "Basic and Secondary Process Standard". The syllabus consists of some items as following: (1) subject identity, (2) school identity, (3) learning materials, (4) basic competence, (5) learning objective, (6) learning activity, (7) source of learning, (8) assessment and (9) time allocation.

From the result of expert validation, several comments are given in order to develop a better product, such as the design of the product should be improved, add the instruction in each section clearly, add more pictures to illustrate the text. Last, she also suggests the researcher to add the table of content and add the table of contents. Overall, the two experts give the positive response about this product.

The result in the try out phase indicates that the majority of students agree that the design is interesting, the language is understandable, the materials presented in this product are useful, it contains of materials that might be appear on examination, vocabulary material can help students to understand the text and add the new word, the strategies are helpful to answer the test and it consists of several tests that makes students become more ready in facing examination.

The final product of this development is supplementary reading materials entitled "Smart Reading. Question Bank". The material is about types of text. It consists of 8 chapters. Each chapter consists of brief explanation, vocabulary builder and mini test. Besides, this product is completed with tips and tricks, sample question and practice test. This product is designed colourfully with attractive pictures illustration in order to make students become more interested in doing the exercises.

DISCUSSION

According to Arias (2007), the students' level, students' interests, students' need and students' background knowledge are important factors in material selection. In line with Arias, the result of students' need analysis shows that most of students are not interested to read the provided book in English course program. It can be seen in the result of students' questionnaire in need analysis phase that the design is not interesting. Accordingly, the supplementary reading materials is designed interestingly to increase students' motivation in learning. The materials provided in the product are based on the interview and discussion with English teacher as the practitioner in English course program. Overall, the development of this product is based on students' need and students' interest.

Another strength of this product is completed with vocabulary builder. Similar with the study conducted by Wardani et al. (2017) by providing vocabulary section (a list of unfamiliar words related to the text deserved, which is completed by the definition) can help students to familiarize the unfamiliar words for the process of comprehending text. By adding the vocabulary builder in this product, students can also add the new words and increase their vocabulary skill.

This product is also provided with a lot of exercises. In line with the study conducted by Eng et al. (2014), students show the impressive improvement in reading comprehension by doing the exercises such as identifying main ideas, identifying supporting details, and finding the meaning of words. Based on the result above, the

various exercises is important to measure the students in understanding the text. This product is not only consists of some exercises, but also tips and tricks in doing a test. It can be useful for students in doing the exercise because it contains of some helpful strategies.

Despite of having some strengths, this product has several weaknesses. In selecting the texts, the researcher does not have enough time to test each text based on students' difficulty level. Arias (2007) claims that the material selected for students should not go beyond the students' level. Regarding the students' level, the text selected in this product are taken from book and internet which focused on senior high students' level. Furthermore, this product is only focused on text types based on standardized material from BSNP. So, it does not cover all text types.

The product can be used not only in the classroom, but also outside classroom because of the limited time provided in following the English course program. Accordingly, the researcher has already designed this product becomes easier to be used independently. According to Abbasi (2015), learners can enhance their independent English language learning and improve their reading comprehension and the overall learning of English by using Supplementary books. At this point, students can increase their reading skill by learning everywhere and anytime.

CONCLUSION AND SUGGESTION

This study discusses about developing supplementary reading material for English course program of Grade XII at SMAN 7 Malang. Based on the development, it can be concluded that developing supplementary reading material can increase students' interest in reading. The final product consists of cover page, table of content, how to use the book, tips and tricks, chapter 1 (descriptive), chapter 2 (recount), chapter 3 (narrative), chapter 4 (procedure), chapter 5 (report), chapter 6 (exposition), chapter 7 (news item) and chapter 8 (short functional text), practice test 1 and practice test 2 and references. Every chapter consists of brief theory, vocabulary builder and mini test.

In the use of this product, there are some suggestion for students, teachers and future researcher. For students, the researcher suggests to utilize this supplementary reading material effectively by using it not only in the classroom, but also outside classroom. The teachers are suggested to be more creative in delivering the material. Teacher can point out student to answer the task in order to create the active participation of students and make the class becomes more interactive. The researcher suggests to the future researcher to carry out the similar studies by developing other skill such as listening. In examination, listening is also become one

of the competencies that should be passed. By developing other skills, this product will be more complete and students can learn all aspects just in one book.

REFERENCES

- Abbasi, Z., Azizifar, A., Gowhary, H. & Heidari, M. (2015). *The Effect of Supplementary Materials on Reading Comprehension Improvement of Iranian Female High School EFL Learners Based on Gaj and Khate Sefid Text Books*. *Advances in Language and Literary Studies*. Vol. 6 No. 4. p. 179 – 184.
- Arias, I.J. (2007). *Selecting Reading Materials Wisely*. LETRAS 41 National University of Costa Rica. p. 131 – 151.
- Eng, L.S., Mohamed, A.R., Ismail, S.A.M, & Javed, M. (2014). *Developing the Right Reading Comprehension Modules for the Right Reason with the Help of READS*. *International Journal of Arts & Sciences*. p. 511-519.
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.
- Peraturan Pemerintah. *Peraturan Menteri Pendidikan dan Kebudayaan No. 43 Tahun 2019 Tentang Penyelenggaraan Ujian Yang Diselenggarakan Satuan Pendidikan*. Jakarta: Depdiknas
- Wardani, D. A. P., Basthomi, Y. & Sunaryo. (2017). *Developing Reading Materials for Physical Education Students*. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*. Vol. 2. No. 2. p. 273-279.
- Weisi, H. (2012). *Is Reading Comprehension of ESP Program Improved by Explicit Teaching of Grammar?* *The Journal of Teaching Language Skill*. p. 145- 158.