

DEVELOPING PRACTICAL ENGLISH BOOKLET AS SUPPLEMENTARY MATERIAL FOR INTERMEDIATE CLASS OF ENGLISH PROGRAM AT BILINGUAL SENIOR HIGH OF BATU

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Abstract: This study is to develop a practical English material. This research method is research and development model adapted from Borg and Gall and Dick and Carey including collecting information, planning, developing first draft, expert validation, try out, revision, and final product. The booklet has six chapters with score 88 for try-out 1 and 92 for try out 2. The findings shows that practical English booklet is suitable for intermediate class because the material deals with the objective of conducting English Program. Hopefully, this material can help students in learning English for practice.

Key words: Practical English, character building, English program, Bilingual senior high school

INTRODUCTION

Knowing English for communication as an international language and having strong character building are two things that a must for the young generation, because character building can help reducing the moral degradation of Indonesian youth and preparing them to be wise in facing the real life. However, it is better to give authentic materials that are related to real-life surrounds learners. In this case, the booklet of practical English can be useful not only for teachers but also for students as one of the good sources for language learning. Cunningsworth (1995: 86) emphasizes the importance of supplementary materials for students. He thinks that the course book is essential in language teaching and learning. Regarding on the importance of having English material, Tomlinson and Masuhara (2004: 1-2) compile some theories for developing criteria of materials. Based on one of the theories, the materials should help students to connect the learning experience in the classroom to their own lives outside it. Then, one thing that makes using the supplementary material of practical English necessary is that the materials of practical English can give more knowledge to be used in social life, such as how to solve problems in society.

Nurwahida (2017) conducted a research on developing English materials for students of the management department, especially in topics Export-Import and Banking at STIE YPUP, Makassar. Based on the preliminary study in May 2016, by analyzing the module which used, the

researcher found several problems from the module, such as the module used general English not specific English, the students of management department were not interesting in studying English, and the module used difficult vocabulary in each topic.

Different from the research conducted by Nurwahida for students in Makasar, Bilingual Senior High School of Batu has a unique English program to support Bilingualism. Mostly the activity is concerning in Speaking skills. The students need to learn English for communication with the foreigner. Some students continue their university-level abroad, so practical English is vital to learn. There are several problems faced by the students, (1) most of the students are in *Pesantren* in which they may not bring HP or any technological device, so they do not have facilities to access the latest news. (2) The students in Bilingual senior high school of Batu do not have enough sources or books in learning English for practice or communication. (3) Covid-19 pandemic becomes an obstacle for students since they have to study from home.

To solve the problem, especially the limited book of English for practice, the writer made a booklet to facilitate the students in learning English. It consists some information about culture and English for practice. Hopefully, after finishing the book, students can learn English more enjoyable and more accessible. This supplementary material uses a communicative approach. It because the purpose of language learning in Bilingual senior high school of Batu is speaking English actively as it is explicitly stated in the vision and mission of the school. The learners can apply it when they socialize with others. In this case, the content of this supplementary material is in the context of learners in senior high school.

There objectives of this study are: to share the knowledge of Practical English or English for Communication, as one of the media incorporating character building, to help the teacher and students in teaching and learning activities through communicative approach. Those objectives can be used as the alternative to solve the problem that has been stated in the background study above. The practical English material is in the form of book that can help students to increase their knowledge about English for communication. The book also can be used as supplementary material for students to enrich their sources about practical English. The last, this book also can help teacher and students in teaching and learning activities, especially Encouraging students to use English for communication and be autonomous learners. Khotimah, Widiati, Mustofa&Ubaidillah (2019) found. that albeit positive tenets on autonomous learning were held by both teachers and students, they still had inadequate understandings of what autonomous learning concepts are. In terms of exposing students to autonomous learning, the teachers possess highly-driven endeavor. Related to that, hopefully this practical English booklet can be used as media to be autonomous learners.

Thomlinson (1998) in Richards (2001) proposes that suitable materials should perform affect, offer assistance students to feel comfortable, develop confidence, require and motivate students self-investment, uncover the students to language in authentic utilize, give the students with openings to exploit the target language in realizing communicative purposes. Commonly the two aspects of materials development are interactive in that theoretical studied inform and informed by the development and use of classroom materials (Thomlinson, 2001). The positive effects of instruction are more often than not deferred, that students contrast in emotional, allow a quiet period at the beginning of instruction, enriching learning potential by strengthening mental, aesthetic, and passionate association, not too much on controlled practice and focus for the result.

Developing materials for a dialect course or dialect program has some points of interest compared with utilizing the commercial course books. Richards (2001) stated four points of interest in developing materials such as: (1) Relevance, the materials are crucial for students, organization needs and reflect the local content, issues, and concerns. (2) Develop Expertise, it is significance to the other staffs language subject to improve their skill, giving them prominent comprehension of useful materials characteristic. (3) Reputation, it is Providing pertinent, specialized, and contextualized materials for the students. (4) Flexibility, created materials can be adjusted as required, giving them better adaptability than a commercial course book.

The writer determines some specification of the product. they are: English for communication, which includes the theories and the explanation, examples, and exercises; There are pictures and authentic articles to help learners understanding the materials; There are exercises about students' understanding of the materials for each chapter, There are reflection columns in each chapter. The consideration of making the specification of the product is based on the need analysis and the headmaster demand to make such kind of book to help students in learning English, especially English for communication easily. Then, the writer who is also teaching in the school specify the product based on the student's need and interest.

METHOD

This study adopts the research and development model made by Borg and Gall (1983) and model designed by Dick and Carey (2001). The reason is that the explanation of the new edition of Borg and Gall in 2003 is too general, so the old edition is considered to be more relevant. Another reason comes from Borg and Gall (2003: 570) that make sure researchers widely use the model of Dick and Carey. In this case, the model adapts Borg and Gall's model for the step of need analysis until constructing the first draft. Then, the evaluation is adapted from Dick and Careys' model.

There are six steps to produce the product. They are started by doing research and information collecting. The researcher can do review of literature (library and network) and observations (questionnaire, interview, and observation sheet). The next is planning. It is to define kind of the skill or material, and the objectives to be achieved by the product. Developing the first draft of the product is the next step after doing the planning. The following step is the try-out and revision 1 including the expert, the teachers, and some students. Try-out and revision 2 are same with the previous. The try-out and revision are done twice to ensure the quality of the product. It also adapts the Dick and Carey model (2001). The reason is that there are two evaluation of the product before producing the final draft. After that, the final draft can be produced. The last step is reporting.

The procedures are divided into three mayor steps before arriving to the final product. They are: (1) Pre-Development of the Product, (2) Developing Draft of the Product, and (3) Try-Out of the Product.

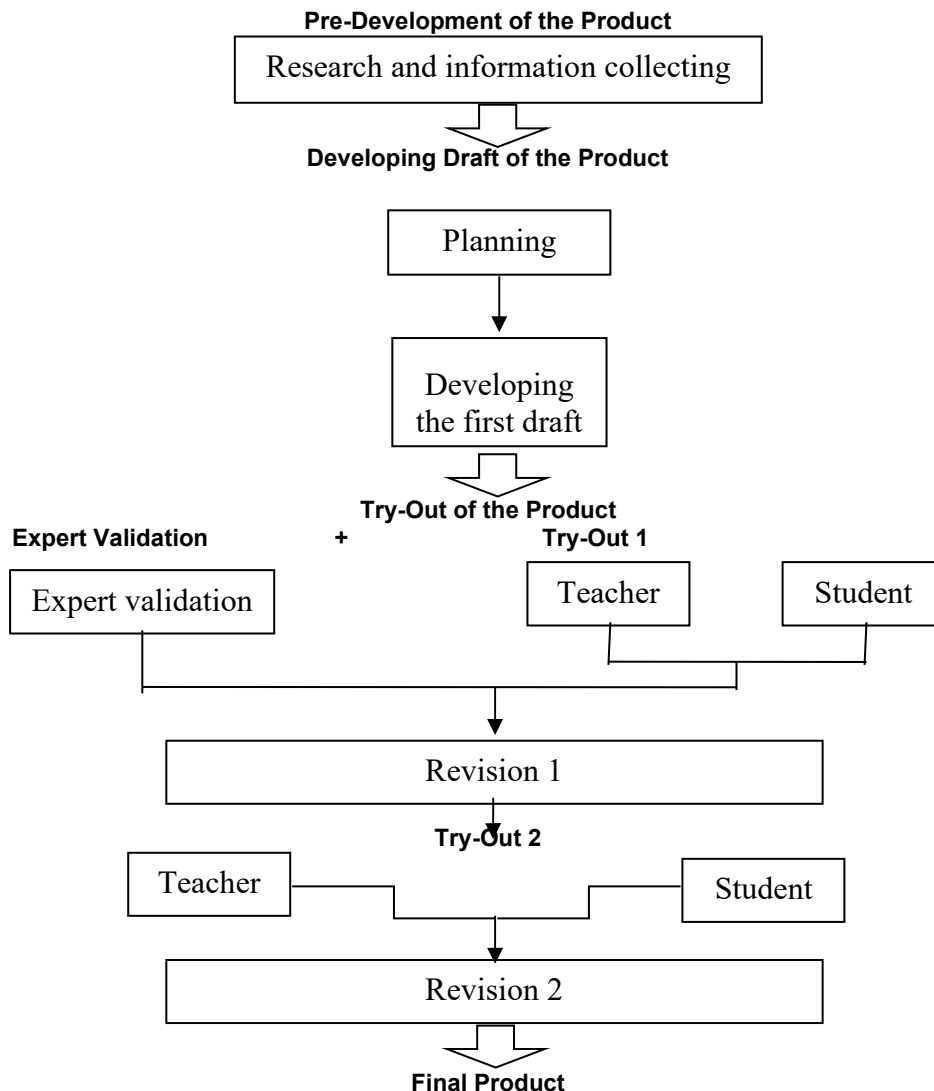


Figure 1. The Research and Development Procedure

The subjects of this study are the teacher and learners. The learners are divided into two groups, the higher and the lower ability to represent all students with different ability in the English Program. A lecturer as the expert to validate the summative evaluation. The data is in the form of quantitative and qualitative. The quantitative data is based on the score (scoring rubric) from the subjects of try-out. The qualitative data is based on the feedback of the questionnaire from the subjects of try-out. The need analysis was on April 13th, 2020 via online. It was the interview with the teacher and giving questionnaire to the learners. The interview was with Moh. Hilman Fikri, M.Pd., the English teacher and the questionnaires were distributed to the learners. When the draft was ready, the writer did consultation with a lecturer to have expert validation on June 20th, 2020.

Then, the revisions and result of the expert validation were on June 25th, 2020. After being validated, the try-out 1 was on May 18th, 2020. The try-out 2 was on June 8th, 2012. Meanwhile the feedback from the teacher was on June 22nd, 2020. The result from the teacher and learners were collected on that day.

The data is analyzed based on the feedback given by the subjects of try-out. The analysis of the product validity is on quantitative analysis (taken from the score given by the subject of try-out). It was based on the result of the questionnaires and interview starting from the expert, the teacher and the learners. The result of the research was analyzed descriptively. The result of the interview was from the coordinator of the English teacher and the foreigner. The English teacher described the English Program in Bilingual Senior High School of Batu. He also gave opinion about the supplementary material of practical English. The teacher agreed on doing the research under the title developing practical English book as supplementary material. The result of the questionnaires was reported descriptively. The questionnaires were analyzed by using table to count and predict the learners' interest in certain topics. The topics were selected also based on the suggestions from teacher. The questionnaires for try-out were analyzed by matching the result of questionnaire one each other. Next, the information collected was used for the guidance of revision in the form of the checklist followed by stating opinion.

The instrument used was questionnaire. It was the alternative way to get honest opinion from the research subjects. The questionnaires consists of three aspects: questionnaires for need analysis, expert validation and try-out. The questionnaires for need analysis was used to have the information from the students. It was considered at the student's interest. There were eight questions about the student's interest and culture. The questionnaire only had one close-ended question. There were fifteen topics given as the answers, such as education, friendship, the concept of time, cultural adjustment, verbal communication, non-verbal communication, superstitions, technology, youth life style, food and beverage, love, sport, literature, art and film.

The questionnaire for the expert validation was quite similar to the questionnaire for try-out. The criteria to evaluate the booklet were similar, such as design, content, and language. The expert questionnaire used number one for the lowest score and five for the highest score to judge the booklet. While, the questionnaire for the try-out had agreement and disagreement description.

The revision is in two steps. The first revision is done after the formative evaluation by the teacher and learners. Then, the following revision is done after the product gets the validation from the expert in the summative evaluation.

FINDINGS

The questionnaires were given to ten learners as the students of class intermediate of English Program at Bilingual Senior High School Batu randomly chosen. The number was about forty percent (40 %) from the total learners in class intermediate. There was a little problem which caused the distribution of the questionnaire had to be done twice. The problem was first, the learners did not have HP (mobile device) since the students had to learn from home because of COVID-19. Therefore, the researcher gave the second questionnaire that had other students who have HP.

Based on the result of questionnaire 1, there were six categories described. The first was related to the students' hobby. It stated that 75% of the sample likes sport. The next was about

students' opinions in learning English. Then, 80% of the students agreed that learning English was average. Unfortunately, only 10% of the students known about practical English. The last was about the students' interest in learning English. All learners (100%) were interested in learning English. No wonder that they were in class intermediate in which the class was intended to be able to speak English practically. The next is the result of questionnaire 2. It described the Students' interest in several topics of culture. A for Love, B for Verbal Communication, C for The Concept of Time, D for Cultural Adjustment, E for Friendship, F for Non Verbal Communication, G for Superstition, H for Literature, I for Youth Life Style, J for Food and Beverage, K for Education, L for Sport, M for Technology, N for Film, and O for Art. The information in questionnaire 2 was about the topic from students. The students decided on six favorite topics.

No	Topics of Culture														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Love	Verbal communication	The Concept of Time	Cultural Adjustment	Friendship	Non-Verbal Communication	Superstition	Literature	Youth LifeStyle	Food and Beverage	Education	Sport	Technology	Film	Art
1	√				√	√		√			√	√			
2		√						√	√		√	√		√	√
3	√				√						√	√	√		√
4					√			√		√		√		√	
5	√		√	√	√			√		√					
6	√			√	√					√	√	√			
7	√				√	√					√			√	√
8	√				√	√						√		√	√
9	√				√	√					√	√			√
10	√			√	√				√	√					√
Total	8	1	1	3	9	4	-	4	2	4	6	7	1	4	6

In the process of interview, June 2; 2020 (while having *halal bihalal*), Mr. Feroze was very cooperative and helpful. He described the practical English. He also gave more opinions about Practical English related to supplementary material for the high school level. In this interview, he described the condition of the Sri Lanka. He informed that Sri Lanka is a developing country similar to Indonesia. However, Sri Lanka is a small country that concerns disciplinary and heterogeneous religion. Sri Lanka has proper health insurance. Mr. Feroze also gave his opinion about the material of practical English. He thought that it was a great idea to develop practical English as supplementary material because there was no specific material of practical English. Moreover, for senior high school where they are in a level of curiosity to practice what they have known about the

English. The second interview was information about the description of English Program derived from Moh. HilmanFikri, M.Pd. The English Program started last year in 2011. Then, the learners should join the six-month program. There were 31 students in class intermediate and 47 students for class elementary. The student's condition was various, and they have a different family backgrounds. Some students felt less motivation because they preferred playing games and became business people than continuing to the higher school level. It was challenging to raise motivation, especially their interest in reading. Therefore, the teacher obligated the students to read one book in a day to support the program of literacy in the school. That was an acceptable reason for developing new supplementary material

Based on the teacher's point of view, students need practical English as they have to be able to speak English. It was good to give skill knowledge of English; it also can be the media to know practice English with foreigners since the teacher said that Batu is one of the tourism cities where many foreigners are coming, so it was a good chance for the students to practice their English. By having practical English supplementary material, it hoped that students could learn not only the theory of English, but they know how to practice the theory that has already got. For example, students learn about culture; it would be better giving motivation by having contextual examples using practical English. The teacher suggested to give the natural and exciting topics related to the student's real life, which avoids the religion and ethnic groups matter.

The data of the validation were from the lecturer who is keen in the English, and has lots of experience in teaching English in English Department, University of Islam Malang; Dr. Hj. MutmainnahMustofa, M.Pd. In the first part, the expert gave the feedback in the form of a questionnaire. There were several suggestions in this part. Overall the design was beautiful and pleasant, only some colors and words which needed to be revised so that it could be readable and good looking. The suggestion from the expert related to the content of the product is about the competence that should be achieved by the students in each chapter must be included. Specific suggestion for all chapters for the glossary section. It would be better if the writer gives the audio about the way to pronounce the words, so that the students can imitate it.

The second and third part were the conclusions of the full validation. According to the expert, the supplementary material was quite suitable for the material for the eleventh-grader, and the level of vocabulary was not too difficult so that it could be studied well by the students. In other words, this supplementary material was worthy of being tested. However, the supplementary material should be revised. The score was in the range of 0-33. The score of design, content, and language was 30, 28, and 30. Then, the comment for the evaluation, the expert concluded that it was fascinating to have a supplementary reader for high school students.

The first try-out was conducted on Monday, May 18th, 2020, via online (whatsApp). Six students got chapter 1-6 for each and four students got chapter friendship because it was close to the teenagers' life and social interaction. Based on the first try-out, there were several suggestions. The first was for the design, the quote and proverb, which should not be in bold filling type. The font used after the word chapter must be changed into a simple font so that it is readable. The following was for content: (1) it would be better to add an article with standard diction. Then, for the language aspect, there were suggestions to add clear instructions for the exercises. The picture should be clear, those all in chapter IV.

Then, teacher was the subject of the first try-out. The data both the questionnaire, and interview with the teacher. In the first part, the teacher gave the feedback in the form of checkmarks (√) for choosing column number 1 to 4 as the score. 1 meant "very disagree", 2 meant "disagree", 3 meant "agree", and 4 meant "very agree". In this section, there were several suggestions, for the design was no serious problem. He only suggested to fill in several blank spaces and added more pictures. For the content, there should have revision for the materials and exercises. He advised to change the article in Chapter 6, sport. The reason was that the article about Lionel Messi only represented sport done by men, and it could show gender bias. Therefore, he suggested to change the article or gave one more similar article that represents women in sport. The next point was the language. It would be better if the writer gives the audio about the way to pronounce the words, so that the students can imitate it. The pronunciation meant by the teacher is the words in the glossary for all chapters.

For the conclusions of the full result of the try-out 1. According to the teacher, the supplementary material was appropriate for the learners related to the topic. The existence of the glossary at the end of each chapter help students to be more independent. Therefore, this supplementary material was worthy. Then, the next part described the score. The score was in the range of 0-33. The design got 30, the content got 28, and the language got 30. The general comment for the evaluation, the teacher, concluded that the supplementary material is valuable in giving new things for students.

The second try-out was conducted on Monday, June 8th, 2020. The result of the evaluation from the teacher was the aspect of language. The suggestion for language was that the "grasp column" should not be translated into Bahasa Indonesia. There was also advice to color some sentences or words that should be studied more in-depth, for example, in Chapter 1. There were three alternatives as the problem-solving. The color should be changed red. The evaluation from the teacher concluded that there were improvements from the previous revision.

The next section was the score. There were three aspects to be scored, the design, content, and language. The score was in the range of 0-33. The design was 32, the content was 30, and the language was 30. Then, the general comment for the evaluation, the teacher thought that there were many better improvements from the supplementary material.

The first criterion was the design. The suggestions came from the expert teacher and students, in all chapters, which content of quote and proverb was edited by omitting the bold color type. Then, the font used after the word chapter was edited by changing it with the simple font to make it readable. The next topic was friendship. In this topic, there is a picture that is not clear enough for the students. Then it was changed into a lighter picture in which the sentence is more readable. The last aspect was the content. The expert suggested to include the competence that should be achieved by the students after learning the chapter. The expert also suggested not using the article of Lionel Messi because it is not representative of all gender, both male and female. The article then revised by changing the article with another sports article which represent both male and female.

These were the procedures of revision 2. This step was more straightforward than the previous revision because the suggestions only came from the students. This was the result of try-out 2. Suggestions from the students were related to the design of the book, especially the choice of color, for example, the color of page 15 chapter 2 about the non-verbal relationship. The students

said that the color should be brighter and not all yellow, so it made the students bored. There was no comment for other parts. Then, for pictures on several articles in the book were resized bigger.

CONCLUSION

The final product of the research and development is a Practical English booklet for class intermediate of English Program at Bilingual Senior High School Batu. The objectives of this supplementary material are to develop an exciting and challenging practical material, incorporate the material of culture and develop students' interest to read by having interesting practical material. The writer hopes that this supplementary material is useful as the material to be learned. In the process of developing the material, there are several procedures, such as adapted from the model of Borg and Gall, and Dick and Carey. The procedures are the research and information collecting (need analysis), planning, developing the first draft, expert validation, try-out 1, revision 1, try-out 2, revision 2, and the final product. Those steps must be in order.

After evaluation, this research product has many improvements in the aspect of content, language, and design. The final product of this supplementary material has its characters than others. The characteristics are (1) This supplementary material booklet contains practical way in learning English, (2) Each chapter of this supplementary material has the activities that concern at productive skills (speaking) as the primary goal of having English program at Bilingual Senior High School Batu, (3) This supplementary material also motivate them to read more, (4) this supplementary material has exciting pictures and colorful design, (5) It shares new information and knowledge to students in the form of comics, (6) this supplementary material also has a glossary at the end of each chapter.

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