

DEVELOPING ENGLISH SUPPLEMENTARY MATERIAL FOR THE FIRST CLASS STUDENTS OF SMA IBRAHIMY WONGSOREJO

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Abstract

Since the content in the English book used by the students of SMA Ibrahimy Wongsorejo did not meet all the needs of them, and the teacher often look for references from other learning resources to complete the learning material, furthermore, as the data obtained from the questionnaire, the researcher developed an English supplementary material for them using research and development (R&D) design that consists of need analysis, development, validation, revision, try out, and revision to produce the final product.

The instruments used in this study were questionnaire and interview. For the validation, the reseacher entrust to the English teacher who teaches in the field of science and social major in SMA Ibrahimy Wongsorejo, English expert, lay out designer, and video creator.

The material prepared in supplementary material adds information about the topic being studied, can help them understand grammar which they initially say is difficult. Also add their vocabulary and practice their speaking. The videos prepared also help them in learning English. After two trials to the students, the final product was obtained. The supplementary book includes six different subjects. The key skill learned in the book is speaking skill.

Keywords: English supplementary material

INTRODUCTION

The book used by the first class students of SMA Ibrahimy Wongsorejo is from the Ministry of Education and Culture 2017 revised edition. Unfortunately, the content in the book did not meet all the needs of the students. Teacher often look for references from other learning resources to meet the needs of their students and to complete the learning material. For example, as in the first chapter, one of the focus skills is listening skill, but the listening activity is not provided. Besides, the expression of each chapter less varied and incomplete. Furthermore, as the questionnaire was

spread to 52 students of science and social major, the researcher found that most of the students need speaking skill more than other skills. In addition, it is also supported by the information gained from their English teacher that their students need to speak English fluently. The expert said, a suitable handbook for the first class students of SMA Ibrahimy Wongsorejo is a simple book, which is easy to understand, and the speaking activities can assess five aspects. That is, intonation, pronunciation, grammar, fluency, and speaking style. 63.5% of the students responded that the level of difficulty of English subjects that students get is quite difficult, 23.1% students responded that the level of difficulty of English subjects that students get is difficult, 9.6% of the students responded very difficult, and the rest of the students, 3.8% responded that the level of difficulty of English subjects that students get is easy. 21.2% of the students responded that vocabulary is hardly understood, 21.2% students responded grammar is hardly understood, 17.3% pronunciation is hardly understood, and the rest 40.4% responded that all components (grammar, vocabulary, and pronunciation) is hardly understood. 53.8% of the students responded that the English book is ordinary, 32.7% of the students responded that the English book is fun to learn, 11.5% of the students responded that the English book is really fun to learn, and the rest 1.9% responded boring. 71.2% of the students need videos when learning English, and the remaining 28.8% do not need English learning videos. Therefore, the researcher developed an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo according to their needs.

There are some studies conducted before this study. One of them is Utami (2016) developed supplementary reading-writing materials for enrichment purposes for grade X students of senior high school. But my research position is focused on speaking skill. The difference is, if Utami (2016) as an enrichment purpose, my research is for regular classes whose function is to complete the students' main book.

METHOD

The model development in this study described following with the explanation of Latief (2016: 188) that consists of need analysis, development, validation and revision, try out, and revision to produce the final product. Hence, the study began with identifying the problem of the first class students at SMA Ibrahimy Wongsorejo. The researcher spread some questionnaires to find out the information and students' experience of the existing material and the English material needed by them. In addition, the researcher also interviewed the English teacher of grade X of SMA Ibrahimy Wongsorejo. The results of the need analysis used for developing the supplementary material. Besides, the researcher was also adapting some of the teacher's sources and some online sources. After the product has been produced, supplementary materials provided to experts for confirmation and validation. In this step, the researcher validated the product to the expert to improve the quality of the product. It can be experienced teachers, those knowledgeable about the related curriculum, or those who are good in instructional assessment, etc (Latief, 2016: 190). The experts for this research are four. They are an English teacher who teaches in the field of science and social major in SMA Ibrahimy Wongsorejo, English expert, lay out designer, and video creator.

After conducting the expert validation, the supplementary material was tried out to the students. The try out has done by the students who learn English in the first class by learning the supplementary material to know the benefits or quality of the product. The try out has done twice. Every after doing the try out, students are asked to fill out a questionnaire about their learning experience using the supplementary materials developed by the researcher. Here, the researcher revised the supplementary material as the data obtained. And finally the supplementary material was ready to use.

The analysis of the data were done based on the data obtained from the two instruments in the form of percent and score through the step. There were two steps that researcher carried out to analyze the data, conclude the results of the interview with the English teacher and computing the questionnaire by using response result in the form of chart in Google form. As for the validation calculation from the English teacher, the researcher used fraction calculations adopted from the previous studies.

RESULT AND DISCUSSION

After two trials to the students, the final product was obtained. The supplementary book includes six different subjects. The key skill learned in the book is speaking skill. Begin by warming of simple questions relate to talking about self. The social function of this chapter is introducing and mentioning identity to develop interactional communication with others as the *KD*, they are 3.1. and 4.1. The second topic is congratulating and complimenting. Congratulating and complimenting to develop interactional communication with others is the social function. The *KD* are 3.2 and 4.2. The students learn about how to congratulate and compliment someone and the responses. Congratulating and complimenting The third topic is to ask somebody for intention and how to start giving somebody intention as the *KD* 3.3. and 4.3. Students learn to use going to, would like to, prefer/rather than, and would prefer when they will give someone intention. The fourth, the title of the chapter is "Let's go around the world!" The students learn how to describe or present information about a specific place and a historic building as the *KD* 3.4, 4.4.1., and 4.4.2. Students learn a very polite way to start a conversation by asking for information with a direct question. The fifth title is "Magnificent". Students learn how to describe or present information about a given place in this chapter. The *KD* are 3.4, 4.4.1. and 4.4.2. They also study the noun phrase and the vocabulary related to places of leisure. The announcement is given on the sixth subject. The students learn how to give information to the public as the *KD* 3.5., 4.5.1., and 4.5.2.

After analyzing the result of the research, the data were discussed to know clearly the ideal book used based on the expert. From the questionnaire after conducting the last try out, it showed a result that this supplementary material fits their needs. Therefore it can be concluded that this supplementary material is ideal for them.

The students were keen to study with the supplementary material. Not only interesting to learn, but also beneficial for them—the students and the teacher. The material prepared in supplementary material adds information about the topic being studied, can help them understand grammar which they initially say is difficult. Also add their vocabulary and practice their speaking. The videos prepared also help them in learning English. The videos provided are packaged in a QR code so that students easily learn it virtually. Mustofa et, al (2020: 89) interpreted that currently learning and teaching activities are carried out online, so e-learning reinforces students' independent learning. Through this online interaction, both teachers and students are collaboratively involved to negotiate their meaning in the assignments.

CONCLUSION

The supplementary book includes six different subjects. Based on the description of the data analysis and the discussion, it can be concluded that the supplementary material developed is the ideal one for the students based on the expert. The key skill learned in the book is the speaking skill and all the material that suits to the students' needs. The observation shows that the subject presented in the material was of interest to the students. They were keen to join the online class actively. Not only interesting to learn, but also beneficial for them—the students and the teacher. The material prepared in supplementary material adds information about the topic being studied, can help them understand grammar which they initially say is difficult. Also add their vocabulary and practice their speaking. The videos prepared also help them in learning English. Therefore this supplementary material is ideal for them.

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