Supplementary reading materials for “When English rings the bell”

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Abstract

This study is aimed at developing supplementary reading materials based on “When English Rings the Bell” and describing the effectiveness of the developing supplementary reading. This research belongs to Educational Research and Development (R&D) which are simplified into six steps. They are (1) data collection by document analysis, questionnaire, interview, product testing, as well as experts’ judgment, (2) constructing the course grid (Nation & Macalister, 2010), (3) draft revision by experts, (4) developing product to the preliminary outcome, (5) evaluation and revision of the product, and (6) final product. The findings show that students’ necessity to learn English is to be able to comprehend English (82.35%) and to increase vocabulary (50%) with interesting text. However, in other hand, their lack in vocabulary (52.94%) and the activities are too various (44%). The targeted materials are Getting My Idea for the descriptive text, My Pleasant Experience for the recount text, and Tell Me Your Story for the narrative text. Each unit consists of introduction, learning procedure, reinforcement, and wise word. Accordingly, the effectiveness of the product helps students to achieve the targeted competences. The students were actively participating in answering the task. The supplementary reading could help students to achieve students’ need and to improve their participation in reading skill. Furthermore, the reading materials as the product of this study providing additional learning resources.

Keywords: supplementary reading materials, teaching reading, Junior High School.

Introduction

English subject in the Indonesian curriculum can be a way for students both to acquire and learn English (Ministerial Regulation, 2013); thus, Indonesian Ministry of National Education (MONE) stipulates the 2013 curriculum (Kurikulum 2013). This curriculum can 'shape' students’ attitudes to be active learners, for example, students are expected to be able to dig up knowledge and information from many sources, not only limited from teachers (MONE, 2014).

Materials are very essential to help teachers and students comprehending the lesson. Unfortunately, not all materials can easily be understood and used in teaching and learning English. One of which is English textbook entitled “When English Rings the Bell” (Poerbowarni, 2019). It contains examples of English expressions completed with some contextual pictures, and some exercises to apply the expressions in the practical life.

English comprises four macro-skills of language namely listening, speaking, reading, and writing. Based on their specific features, macro skills are categorized into two groups of skills - receptive and productive skills. Productive skills are speaking and writing. The learners produce the language that they have acquired during the learning and teaching process in the form of a spoken or a written text. Receptive skills deal with receiving the language and decoding the meaning to understand the message. Therefore, listening and reading are included into receptive skills. Without undervaluing other skills, reading comes more importantly than others. At its most basic level, reading is the ability to understand the meaning of a written text. However, the ability to read means more than just understanding words. It also includes comprehending the meaning of the words and the message which probably lies in the text.
Reading skill is one of important skills that students need to master. The way to improve reading skills is through a good reading learning material. This can be achieved by providing good reading materials and it should be based on students’ necessity, lack, and want. Developing the materials are important points since it helps students to reach their purposes in English language learning process.

Based on the writers’ observation, it was found that the books are not adequate in providing texts that are in line with students’ necessity. The reading materials are very limited. It can trigger students to have low motivation in learning English (Yulia, 2013). It might barely drive students to improve the reading skill. Besides, the reading materials are random and unorganized.

Based on informal discussions, the course book still needs improvement. The tasks in the book were insufficient in providing the reading material for junior high school students. They felt that the reading material is very simple and too monotonous. The English course book had unclear instructions that make them confusing. Thus, the researchers are interested in developing supplementary reading materials based on the English textbook “When English Rings the Bell”.

Moreover, the materials in teaching reading have proven less interesting for students. They make students get bored easily only by reading. It is undeniable that reading only counts on visual aids, yet the crucial point is how to make the visual interactive and not boring for the readers. Thus, developing reading materials is also concerned with developing the visuals of the reading passages.

Overall, this study is aimed at developing reading materials which covering reading skills and task and revealing the effectiveness of the developed reading materials in enhancing the students’ involvement in developing their reading skills.

This study is related to reading material development based on the 2013. It is categorized as Research and Development (R&D) study proposed by Gall, Gall, & Borg (2003), in which the research findings are products and procedures which are systematically field-tested, evaluated and refined until they meet specific criteria of effectiveness, quality or similar standards. 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. The research method was chosen because it is product oriented that can be used to increase the result of the teaching and learning process.

The material development followed Nation and Macalister’s model. It started from determining the goals and then content and sequencing, format and presentation and monitoring and assessment (Yulia, 2017). In each part of the models, needs, environment and principles were taken into consideration in order that the products are appropriate and effective to be used in real class. Since the sufficient reading are not available yet, this material development is really expected for stakeholders.

**Literature Review**

Reading is concerned with an activity responding to a text by understanding the meaning of the sentences composing the text. Although it is considered as a receptive skill, reading involves brain activeness of the readers in the process of understanding a text. Because of that, reading is definitely cannot be separated with what is called as comprehension. Readers construct meaning by bringing information, knowledge, emotion, experience, and culture to the printed word (Brown, 2004). It is widely known as schema theory where in an attempt to comprehend a text, readers use a set of schemata or their current knowledge about the world while they are reading. Those schemata are a compilation of information, knowledge, emotion, experience, and culture that readers already have. Reading in fact cannot be separated from visual and nonvisual aspects because reading integrates visual and nonvisual information.
During the act of reading, the visual information found on the page is combined with the nonvisual information contained in one’s insights to create meaning. Furthermore, Johnson (2008) gives an addition that reading is also the act of linking one idea to another because the most important part of reading is connecting ideas together to create a sensible whole. Reading is not just a passively basic receptive skill. It is a complex process requiring readers’ schemata in order to comprehend a text because any type of reading aims at comprehension matter. Reading, as one of the skills in the four macro-skills of English, is taught to students responsibly along with the other skills. Hence, it should be developed in line with the students’ level of education to make them easier to learn the skills so that they can have proper learning materials which meet their needs in sync.

Academic reading is about general interest article, magazine, and newspaper. Brown (2004) categorized three types of reading. The first is the academic reading. Technical reports include lab report, professional journal article, reference material, dictionary, textbook, thesis, essay, paper, test direction editor, and opinion writing. The second type is the job-related reading, such as message (phone message) letter or email, memo, interoffice report (job evaluation, project report), schedule, label, sign, announcement form, application, questionnaire, financial document, directories (telephone, office) manuals, direction. The third is called personal reading, for instance, newspaper, magazine, letter, e-mail, greeting card, invitation, message, note, list, schedule (train, bus, plane), recipe, menu, map, calendar, novel, short story, joke, drama, financial document, tax form, loan application, questionnaire, medical report, immigration document, comic strip, and cartoon.

The reading skill needs to be assessed. Richards & Schmidt (2013) define an assessment as a systematic approach to collect information and make inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Assessments certainly exist in a teaching process. It is a part of evaluation together with tests. Assessments and tests however are not the same though the terms often used interchangeably. Tests can be described as one of the methods to measure or to assess one’s abilities, competencies, knowledge, or performances. Meanwhile, an assessment is an ongoing process that encompasses a much wider domain than tests (Brown, 2004). The assessment is not necessarily consciously done, it also occurs subconsciously. It can take both formal and informal form. The informal assessment is an assessment which is done implicitly and rather incidentally towards students’ performances like teachers’ feedback on students’ responses. However, it is not limited to the teachers’ feedback only, but also embedded in classroom tasks designs to elicit performances without recording results and making fixed judgments about students’ competencies. Some examples of the informal assessment are marginal comments on papers, responses to a draft of an essay, advices on how to pronounce a word better, a suggestion for a strategy for compensating a reading difficulty, and others. Based on the Implementation Guidelines of the 2013 Curriculum, an assessment is intentionally defined into four concepts (Jamilah, 2013). The concepts are that: (1) it is directed to measure students’ competencies stated in the curriculum, (2) it is an assessment which bases its references on criterion, (3) it is an ongoing process which involves all indicators in the curriculum to be assessed and analyzed to perceive whether students have been successfully achieved those indicators or not, and if some indicators have not been achieved, the students’ difficulties in achieving the competencies will be located, and (4) the result of the assessment is made use for teachers to give feedbacks and follow-up activities for students to achieve the curriculum competencies.

Indonesian government stipulates the education standards through National Education Standard (Standar Pendidikan Nasional). In the 2013 Curriculum, as stated in the Ministry of National Education and Culture Regulation No. 65/2013 regarding the Standard of Process, learning objectives of junior high schools encompass students’ development in three aspects.
namely attitudes, knowledge, and skills. The 2013 Curriculum is the latest curriculum, which bases itself on a scientific learning approach.

The scientific learning approach describes students learning stages that should be carefully employed or followed in order to get insights. Six stages represent the scientific learning approach in the 2013 Curriculum. Those are observing, questioning, information gathering, associating, communicating, and creating. These stages of learning process are actually addressed to the students themselves to undergo and independently learn a lesson. Observing is considered fundamental because students are directly involved in learning. Readers make predictions based on the purposes for reading, topic clues, and the type of texts being read. The questioning means the process of talking to oneself about whether the meaning being encountered is the meaning anticipated in the predicting stage. Through this stage, students are expected to develop interest and motivate them to be actively involved in the lesson, and to arouse their critical thinking and inquiries attitudes. Gathering information is meant to allow students to explore and to collect information upon a particular topic. Associating, is actually the process when students successfully make a link between the knowledge they gain through the previous stage and the personal experiences related to the knowledge. Communicating stage are such as those of presenting, dialoguing, inferring or concluding. These value judgments are the complete and clear comprehension they achieve. Thus, a complete cycle of learning according to the 2013 Curriculum is complete. Creating, an assessment of the skills of students in applying the knowledge they have. In this case the form of products is appropriate with criteria that have been set both in terms of processes and final results.

Developing the reading materials needed, it is important to find out the characteristics students at their average age. Brown (2007) claims that high school-age children whose ages range between 12 and 18 or so are categorized into young adults or teens. They are at the age of puberty and often deal with the age of transition matters such as confusion, self-consciousness, growth, and changing bodies and minds. It becomes a kind of challenge to the teachers to teach them. In the very early of an evaluation procedure, teachers need to determine what features are essential for the needed course book (Nation & Macalister, 2010). The reading materials should be arranged from the simple to complicated items. Second is chronology. This means the content should be sequenced to the real order such as what occur in chronological events happened in the real world. Thirdly, materials can also be sequenced depending on need, which means that the content should be sequenced to what materials the pupils mostly needed. The most required materials will be put in the first chapter and the less needed materials are placed in the second and third places. Prerequisite learning, the fourth factor, means the content should be sequenced to what is necessary in the first level as the foundation or prerequisite to study the next level. Next, sequencing can take place using principle of whole to part or part to whole. In some cases, the materials should be taught from the whole or as general to the narrow or the specific one, and so does in vice versa. The last is spiral sequencing principle, which elaborates that the content should be recycled over and over to ensure that the pupils have repeated opportunities to learn them.

Method

This study employs Research and Development (R & D) (Gall et al., 2003) that define, “Research and development is a process used to develop and validate educational product”. The aims are 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 on “When English Rings A Bell”. The research method was selected because it is a product oriented that can be used to increase the result of the teaching and learning process. This research was conducted at one of government schools in Yogyakarta.
The school provided well facilities such as language laboratory and science laboratory room, mosque, hall, sport room, wi-fi, library LCD, projector, and AC.

Two categories of developmental research, referred to as Type 1 and Type 2, are discussed by scholars (Richey, Klein, & Nelson, 2004). They vary in terms of the extent to which the conclusions resulting from the research are generalizable or contextually specific. Type one developmental studies focus upon a given instructional product, program, process, or tool. They reflect an interest in identifying either general development principles or situation-specific recommendations. Typically, Type 1 studies address not only product design and development, but evaluation as well. At times, they may validate a particular design or development technique or tool. Type 2 studies, on the other hand, focus upon a given design, development, or evaluation model or process. They may involve constructing and validating unique design models and processes, as well as identifying those conditions that facilitate their successful use.

![Figure 1. The Simplified Model Diagram](image)

The data collections techniques used in this study were document analysis, interview, and observation. Interview is conducted to find out the target needs of the teacher and students of the second grade at SMP N Yogyakarta through teacher’s view. Furthermore, interview is conducted to get information about school condition, students’ condition, teacher’s background, experience, and competency, knowledge of curriculum, the teaching method, and English textbook. The result of teacher’s interview is used to support data about students’ needs that was obtained from class observation. Observation is conducted because it has many advantages. There are some advantages by doing classroom observation. The researchers can record information as it is revealed and unusual aspects can be noticed during observation; and the observation is useful in exploring topic that may be uncomfortable for participants to discuss. In this step, the researchers use questionnaire. Moreover, the questionnaire is using to reveal and identify student characteristics, and English teaching learning process in the classroom. The class observation was done with aim to observe all activities done in the process of teaching reading, observing materials and exercise regarding the weaknesses of the textbook was used by the teacher. Classroom observation was conducted to understand the development of learning by reading material that is used by students. Observation was conducted to determine the suitability and gaps in the class. The analysis document included analyzing English textbook and student worksheet. This type used English book and students worksheets for second grade.
Moreover, public documents used on doing the research such as English syllabus for second grade, English curriculum of K13 and the textbook that was used.

The data (interview, questionnaire, and documents) were collected and analyzed based on the theme, category, and the description of the research result. Data analysis was a process of arranging the order of the data, then organized into a pattern, category, and description of the basic unit. Therefore, this research simplified the model into five stages in three phases in order to overtake the research time limit.

The researcher triangulated data to measure the validity and reliability of the data. The data taken from one instrument was compared to the other data gained from other instruments in order to synchronize among data; it minimized subjectivity in revealing the conclusion.

Findings and Discussion

The development of English materials was conducted based on the 10 stages from (Saryati & Yulia, 2019) that was adapted into 6 stages, while the development materials was based on Nation & Macalister (2010). The reading materials, based on data, were not revealed. The tasks lack of practicing conversation outside the class. The reason was students were afraid if they were making mistakes. The teacher’s support and stimulus are needed to change the situation.

The course grid covers aspects—Basic Competence (KD), Unit, Topic, Learning Objective, Language Function, Vocabulary, Grammar, and Type of Task. In this case, researcher used KD of reading which is not used on units from textbook and workbook based on (Nation & Macalister, 2010). Course grid presents the content and sequencing of the product that contents were sequenced according these principles: simple to complex (simple lessons come before the difficult one). The researchers also employed macro and micro skill to determine learning objectives.

Table 1. Core Competence and Basic Competences of 2013 Curriculum for 2nd semester

<table>
<thead>
<tr>
<th>Core Competence</th>
<th>Basic Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.</td>
<td>a. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</td>
<td>4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</td>
</tr>
<tr>
<td>KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.</td>
<td>4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
</tr>
</tbody>
</table>

The developing of the English material was adapted from Basic Competence (Kompetensi Dasar) and Core Competence (Kompetensi Inti) of the 2013 English curriculum. In this case,
the use of KI and KD are not accommodated in the textbook. Moreover, KI and KD were for reading competences.

The materials show that each part of the unit has their own section. The first unit part is Warm Up. The Observing and Questioning sections follow the steps of the scientific learning approach that are required by the 2013 Curriculum. The second unit part is Main Lesson which has three sections in it. The sections of the Main Lesson are Information Gathering, Associating, and Communicating, which respectively follow the steps of the scientific learning approach in the 2013 Curriculum. All of the three sections of the Main Lesson are the part when the core activities are implemented.

The learning activities in this part are meant to foster the reading comprehension ability of the students. The materials were focused on developing students’ ability in comprehending social functions, text structures, and language elements used in the daily life especially those of language elements related to the label and list texts. The Unit reveals a thematic story as the main input. The story emphasizes on the core and basic competences in which the students are expected to achieve as their learning objectives in this unit. They are related to daily life as well. The activities following the story serve as learning activities to strengthen the learners’ comprehension to achieve the competencies desired. Besides, the learning activities of this unit are arranged to reinforce students’ vocabulary and grammar based on the scientific method steps in the 2013 Curriculum. At the end of the unit, the students are able to achieve a good reading comprehension and to fulfill the learning objectives through the help of the stories and the learning activities provided. The content and sequencing of its materials in the course grids follows the format and presentation of scientific approach. The researchers consider teacher and student role as well.

Table 2. Roles

<table>
<thead>
<tr>
<th>Learner</th>
<th>Teacher</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listener</td>
<td>• Instructor</td>
<td>• Activities should be supported by visual</td>
</tr>
<tr>
<td>• Performer</td>
<td>• Decider</td>
<td>materials in some cases</td>
</tr>
<tr>
<td>• Work individually &amp;</td>
<td>• Organizer and</td>
<td>• Use worksheet.</td>
</tr>
<tr>
<td>collectively</td>
<td>preparation of</td>
<td></td>
</tr>
<tr>
<td>• Little influence in</td>
<td>• Creator of the</td>
<td></td>
</tr>
<tr>
<td>the content</td>
<td>detailed lesson</td>
<td></td>
</tr>
<tr>
<td>• Little production</td>
<td>• Director of turn</td>
<td></td>
</tr>
<tr>
<td>• Self-monitoring</td>
<td>• taking and</td>
<td></td>
</tr>
<tr>
<td>• Self-assessment</td>
<td>• interaction</td>
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Tryout of the preliminary product is an activity to test the product of the development reading materials in the classroom activity. The result of the try out showed overall the task of the preliminary product could be applied and understood by the students. All the learning objectives were reached by students.

Warming Up

Warming Up is to drive students on what things to learn on the day when the teacher asked them what kind of picture they see on slides, the students actively responded. The teacher said:

T It is very good, the video was interesting. Generally, students will be interesting to watch video. When the teacher asked, the students answer simultaneously.

T I don't think we find problems in this warming up time. Students actively responded as well.

Observing
The researchers got students attention to activity provided in the textbook. The researchers also interviewed the teacher about the feedback.
T For me, this step is very good enough. By underlining the difficult word, the students feel easy to do the task.

Questioning

The students posted simple questions based on the key answer provided. The questions were aimed at understanding the element and features of English language.
R What about Questioning, Miss.
T Ok, I think, it is also good enough. Is that task 3?
R Yes, Miss, they are task 3 and task 4
T Based on my observation, they can answer easily. They did the task actively. They understand the instructions clearly.

Gathering Information/Exploring

The students discussed each other with their friends regarding vocabulary. Through this activity, some students cannot pronounce and they feel shy to read.
T It is also good. In this task, the students already knew the recount text. They also know the function, how to create it. They also know how to create sentences with past tense.

Associating & Communicating

The researchers asked students to rearrange the jumbled paragraph to make good and meaningful text, complete recount text with word provided, and correct sentences.
R The next is associating and communicating. Is there any problem, Miss?. Especially for task 8 and 9?
T In my opinion, task 8 is very easy. They can answer it easily. They have been already known from the task before.

Creating

The students need to write recount text with their own imagination. The teacher gave a worksheet in the textbook.
T Exactly, this is the most difficult part. But, after the teacher told the materials, almost of them can do it well.

Based on the revision of material development, the supplementary English reading materials meet the students’ need of second grade SMP N 2 Yogyakarta, and in line with the 2013 English curriculum. The strengths of the product, in the term of (1) development, (2) content, (3) implementation, (4) strength, and (5) limitation, are appropriate. To achieve the goal, the preliminary product needs to be applied in the classroom activity and evaluated by more than one expert to ensure that it meets the students’ need and the basic competencies. Supplementary English reading materials also provide classroom activity, and interaction with other students, and the teacher. The content of reading materials was based on the students’ need. The reading materials in this product could improve students’ ability in reading skill. The weakness of the product, based on data, is easy, based on students’ opinion.

Conclusion

The aim of this research is to reveal students’ need and design supplementary English Reading material for second grade students of SMP N 2 Yogyakarta. The learning materials that were developed in this research fulfilled the criteria of R & D model. The procedure of this research is based on R&D procedures. It is necessary to provide appropriate materials to support their reading skill. Each unit consists of introduction, learning procedure, reinforcement, and
wise words. Based on the need analysis, the students’ necessity is to be able to comprehend English (82.35%), the students’ goal are to increase vocabulary (50%) with interesting text. However, in other hand, they lack in vocabulary (52.94%) and the activities are too various (44%). The materials are about Getting My Idea for the descriptive text, My Pleasant Experience for the recount text, and Tell Me Your Story for the narrative text.

The efficacy of the supplementary reading materials could be seen from the students’ achievements in understanding the materials. It showed that the students were actively participating in answering the task. It can be said that supplementary reading could help students to achieve the students’ need, to improve their participation in reading skill. Furthermore, the reading materials as the product of this study provide additional learning resources for students

References


