Abstract: The objectives of this study were (1) to develop supplementary reading material for tenth-graders students of the English Language and Literature program (ELLP) and (2) to describe the efficacy of the developed supplementary reading material. This research was categorized as Educational Research and Development (R&D) and it employed six steps among the ten proposed by Borg and Gall’s model (1983). Those were (1) conducting need analysis, (2) constructing the course grid, (3) developing the first draft of the material (4) getting the expert judgment, (5) revising and writing the final draft of the material, and (6) conducting field testing. The instruments used in this research were questionnaires and interview guidelines. Two types of questionnaires were used to collect the data. The first questionnaire used to obtain the data for the needs analysis was administered to grade X students of ELLP of SMAN 11 Yogyakarta. The second questionnaire used to obtain the data about the appropriateness of the materials was administered to the experts. The materials were designed and based on the framework proposed by Task-Based Instruction (Willis, 1996). The findings showed 1) the development of supplementary reading materials was to fulfil the students’ needs; the result of need analysis was used to develop the reading materials (2) the efficacy of the developed supplementary reading material helped students to enhance their reading comprehension skills and to achieve the goal of learning reading. Based on the expert judgment, the mean score of all aspects of the two developed units, in the scales of 1-4 was 3.93 which was in the range of 3.50 < x ≤ 4.00 and could be categorized as Very Good. It can attract students to be actively involved in the teaching and learning process. Furthermore, it provides additional learning resources for students to learn reading.

Keywords: english language and literature program, task-based instruction, supplementary reading materials


Introduction

Language has an important role in the intellectual, social, and emotional development of students. Language learning is expected to help students know themselves, their culture, and the culture of others. In addition, language learning also helps students be able to express ideas and feelings, participate in society, and even find and use the analytical and imaginative abilities that exist within themselves.

English language learning in Indonesia has been developed along with the development of the curriculum. Richards (2001) states that “language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs”. Meanwhile, “curriculum is a set of plan and rules of the objectives, content, material and the technique used as a manual of teaching activities to achieve the educational objectives”. (Permendikbud no 69 tahun 2013). At the secondary level, English has been taught as a major and minor subject. The former refers to English as the compulsory subject which is taught in all levels of classes while the latter refers to English as a specific interest that is only taught in classes in which students have a special interest in English, especially in language and literature.

SMA Negeri 11 Yogyakarta as one of the secondary level schools also provides ELLP to facilitate its students who have a special interest in learning the English language and literature. This program provides materials that are not given in English compulsory. Using it, it is expected that students can...
have the additional abilities in English that they can use to develop attitudinal competencies, knowledge competencies, and students’ competency skills according to their interests, talents and/or academic abilities in a group of scientific subjects.

Among the four English skills (listening, speaking, reading and writing) that are integrated with a high school English and Literature program curriculum, listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills (Harmer 1989:16). Reading is an essential skill that students need to gain in the early grades because it will be the foundation of learning in all academic subjects throughout their education (Cunningham & Stanovich, 1997; Sloat, Beswick, and Williams, 2007). Mastering reading skills before students reach third grade is especially critical because, after third grade, students begin to read to gain knowledge and learn from the academic content. In addition, students who fail to master reading skills by the end of third grade, have low motivation for learning, behavioural challenges, and low academic achievement (Sloat, Beswick, & Williams, 2007).

However, in reality, reading habit among Indonesian people is still very low. Research from Central Connecticut State University in March 2016 placed Indonesia in rank 60th out of 61 countries in terms of public interest in reading. The mindset of reading just for a hobby becomes the excuse of someone not wanting to read just because it is not his hobby. This condition happens as well among the students. They seem reluctant to read because it is not their hobby or because they feel uninterested in the reading materials provided in the sourcebook used by their teacher in the teaching and learning process. In addition, reading sessions get less portion so it makes students face some problems, such as lack of vocabulary and difficulty in understanding texts. Furthermore, it is worsened by the lack of availability of appropriate reading materials. The researcher believes that these become the reason why supplementary reading materials is badly needed.

Materials are parts of English teaching and learning that make the English Language and Literature students more familiar with English along with the relevant field they study. Reading materials as one of the parts of English learning materials are considered essential since they can help students to get more exposure in English as well as learn something new about their discipline. Through reading, the students can learn English as a language and they can also expand information about the rapid development of technology presented in English. By having good proficiency in reading skills, they probably can know something new they have never known before and build the curiosity of certain terms or vocabulary related to their subject study. They will not see English simply as a subject they learn from the academic content. In addition, students who fail to master reading skills by the end of third grade, have low motivation for learning, behavioural challenges, and low academic achievement (Sloat, Beswick, & Williams, 2007).

However, in the real teaching and learning process of ELLP in SMAN 11 Yogyakarta, students do not get much exposure to learning English since the availability of the textbook does not fulfill students’ needs, especially the reading materials. The number of ELLP textbooks at school particularly and on the market generally is not adequate. It becomes the reason why the teachers of ELLP use LKS (Lembar Kerja Siswa), a sourcebook sold by salespeople, in their teaching and learning process whereas the tasks provided in the LKS are not adequate in terms of the number and also the content. There are only a few tasks available whereas as proposed by the Task-Based Instruction approach that tasks are central to the learning activity because students may learn more effectively when their minds are focused on the tasks. Using a task, the learners are exposed to the foreign language to observe it, hypothesize over it, and finally experiment with it (Willis & Willis, 2007). Moreover, in terms of content, the LKS lacks tasks in which students can be exposed to various activities that can develop their higher-order thinking skills and enhance their reading comprehension and mastery of reading skills. Besides, the available tasks in the LKS do not match with the aim of the ELLP learning process that is to develop attitudinal competencies, knowledge competencies, and students’ competency skills according to their interests, talents and/or academic abilities in a group of scientific subjects.

Based on the problem, the researcher felt the need to develop learning materials, especially reading materials that are suitable for the students to facilitate them with HOTS tasks and to enhance their reading comprehension skills. With the availability of developed supplementary reading material, it is expected that the students have adequate reading activities in which they can have many reading tasks to train their reading comprehension, to have grammar exercises based on the topic, vocabulary exercises and assessment as well so that the aim of English language and literature curriculum mentioned above can be achieved. This study attempts to answer the following question: How should the
appropriate supplementary reading materials be developed for Grade X students of ELLP at SMA Negeri 11 Yogyakarta? How is the efficacy of the developed supplementary reading materials for Grade X students of ELLP at SMA Negeri 11?

**Literature Review**

**Reading Theory**

Reading is usually perceived as dealing with the language messages in written or printed texts. It is an important skill to be learned because with reading, the students can find out sense and also derive meaning from the written and printed texts. The goal of reading itself is understanding/comprehension and to understand a print or written text, the students must be able to decode the words on the text itself and to extract the meaning from it. Avermann & Montero (2003) state that reading is the process of deriving meaning from written or printed texts. It is a complex process that includes many components. What is meant by components here is something like phonemic awareness, phonics, etc. Similarly, Armbruster et al. (2001) state that phonemic awareness, phonics, vocabulary, fluency, and comprehension are the five major areas of reading.

**Principles of Developing Reading Skills**

Reading is considered a receptive skill that needs a combination of the use of existing knowledge and the technique of reading itself for reading activities (Anderson, 2003, Spratt, 2005). In the process of reading, transaction among the reader, the text, and the intention of the author occurs (Rosenbalt in Moreillon, 2007) where the readers use text to create meaning (Johnson, 2008:4). In terms of developing reading materials, the stages of the learning reading process should be taken into account. Alyousef (2006) proposes the design in the learning reading process. It contains three procedures of reading: pre-, while-, and post-reading stages. If learners want to be competent in the skills, they are required to pass the three phases that can help them to comprehend texts.

**Needs Analysis**

To get the information of what the students’ needs are, there is a process of collecting information called needs analysis (Richards, 2001).

The purposes of needs analysis are (1) finding out what language skills are needed by the learners; (2) knowing whether the previous course has met the students’ needs; (3) knowing the students who are most in need of training certain language skills; (4) identifying direction change that is important according to a particular group; (5) identifying a gap between what the students are able to do and what they have to be able to do, and (6) collecting information about the problem of the students (Richards, 2001)

**English Language and Literature Program (ELLP)**

Specialization is a curricular program provided to accommodate the choice of interests, talents and/or abilities of students with the orientation of concentration, expansion, and/or deepening of subjects and/or vocational content. There are three major divisions to group the specialization. One of them is group C academic specialization in which the aim is to develop attitudinal competencies, knowledge competencies and skills competencies of students according to their interests, talents and/or academic abilities in a group of scientific subjects. ELLP belongs to this group. The objectives of the curriculum include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. These competencies are achieved through the intra-curricular, co-curricular, and/or extracurricular learning process.

**Supplementary Reading Material**

Supplementary materials refer to any materials which are used in addition to a coursebook (Tomlinson, 1998). They often deal more intensively with skills that the coursebook does not develop or address in detail. Developing supplementary materials is a common teacher activity (Mol & Tin, in Tomlinson, 2008). Some teachers are providing supplementary materials to provide their students experience of extensive listening and/or extensive reading, not for productive skills (Tomlinson, in Tomlinson, 2008). However, supplementary materials can be used to provide all skills which are not covered in the main coursebook in detail as well as to be used for learning in regular classes, enrichment purposes or remedial purposes.
Definition of Materials Development

According to Tomlinson (1998) materials development refers to any process which is done by writers, teachers, or learners to produce sources or input as the intake to expose the language used in the teaching and learning process. He also explains that materials development concentrates on two vital things, that is, what should be given to the learners and what can be done with it to promote language learning. In line with Tomlinson, material development is dealing with the selection, adaptation, and creation of teaching materials (Nunan, 1991). In short, materials development is needed since the available materials should be renewed or replaced depending on the progress or demand related to the subject matter.

Tasks Development

The concept of task is crucial for teaching and learning. It is closely related to learning goals, how learning is to take place, and how the results of learning will be demonstrated. According to Richards & Schmidt (2002), a task is defined as an activity designed to help learners to achieve a particular learning goal. Its concept embodies several dimensions such as goal, procedures, order, assessment, participation, and language. Giving a similar concept of a task, Tomlinson (2011) defines tasks as the activities in which learners are asked to use the target language to achieve a particular outcome within a particular context. In addition, Ellis (2010) explains that a task refers to a work plan requiring learners to process language to achieve an outcome that can be evaluated in terms of whether content has been conveyed.

Materials Evaluation

Materials evaluation which is usually done at the end of the process of developing materials is needed in case to know whether the developed materials are appropriate for the students or not. The definition of materials evaluation is described by Hutchinson and Waters (1987) as a matter of judging of fitness of something for a particular purpose. Tomlinson (1998) defines materials evaluation as attempts to measure the value of the materials. In many cases, this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so.

Task-Based Instruction (TBI)

Task-Based Instruction is an approach that is based on communicative competence by using interactive tasks in language instruction (Richards, 2006). The core of developing materials by using Task-Based Instruction emphasizes the learning materials by using tasks as the primary unit that is used. Task-based instruction is more concerned with the learner’s activities rather than the teacher’s (Ellis, 2010). Therefore, it is said that task-based instruction is useful for moving the focus of the learning process from the teacher to the student. Using a task, the learners are exposed to the foreign language to observe it, hypothesize over it, and finally experiment with it (Willis & Willis, 2007).

The framework of Task-Based Instruction consists of three phases: pre-task, task cycle and language focus. The pre-task phase introduces the class to the learning topic. The point of this phase is to boost students’ confidence in handling the task and give them something to fall back on. The task cycle phase is where the learners start working in small groups or in pairs to achieve the goals of the task. Teachers should encourage learners to work independently and to communicate on their own to achieve the set goals by keeping minimum interference on learners’ work. The language focus phase allows a closer study of some of the specific features such as unfamiliar words, structures, or pronunciation that naturally occur in the task cycle. By this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning.

To embed task-based activity to the learning procedure of the 2013 Curriculum, the three phases proposed by task-based instruction be matched with the scientific approach which is generally used as the learning procedure in delivering the materials in the teaching and learning process. To mention the first and second phases in the scientific approach, which are observing and questioning phases, the pre-task can be employed to facilitate students doing observing and questioning. In these phases, the teacher and students can do brainstorm to relate students’ background knowledge with the materials that will be studied by using the tasks provided in the pre-task activities. The other three phases which are experimenting, associating and communicating, can be conducted through the use of the task cycle phase and language focus. In these phases, students are exposed to an abundance of tasks to experiment, associate and communicate the learnt materials.
Methodology

This research is classified as Research and Development since it aims at developing a finished product that can be used appropriately in an educational program. According to Borg & Gall (1983), R&D is a process used to develop and validate educational products. There are ten major steps in the R & D cycle (Borg and Gall, 1983). However, the researcher made some adaptations and simplified the steps to meet the condition of the research. To summarize the steps of the R&D done by the researcher, the chart of the R&D steps is presented in the following figure.

The first step of R & D cycle is Research and Information Collecting. It was done by conducting needs analysis. This step aims to collect findings and useful information for developing the task-based instruction model.

The second step of R & D cycle is planning. This step aims to construct the framework of the developed task-based instruction model. In this step, the researcher constructed the course grid as the base of the development of reading materials.

The third step of R & D cycle is the Developing of a Preliminary Form of Product. Here, the researcher developed the first draft of the materials based on the course grid.

The next step is Main Product Revision. In this step, the first draft of the developed reading materials was evaluated by experts to get an expert judgment.

The fifth step is writing the final draft of the materials. In this step, the first draft is revised based on the experts’ evaluation and recommendation.

The last step is field testing. Here, the final draft is implemented in the teaching-learning process to reveal the efficacy of the developed reading materials.

The participant of the research involved the students of ELLP Class X MIPA 4. The member of Class X MPA 4 consists of 35 students. They have various economic backgrounds and cognitive levels as well and some of them have low reading comprehension skills.

The data were in the form of qualitative and quantitative data. They were collected through distributing questionnaires and conducting interviews. For needs analysis purposes, the questionnaire was administered to the students and aimed to get information about students’ backgrounds, target needs, and learning needs.
Table 1. The Organization of the Questionnaire for Needs Analysis Purposes

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Item Number</th>
<th>Aim of Question</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ Profile</td>
<td></td>
<td>To find out the information about the student’s profile</td>
<td>Graves (2000)</td>
</tr>
<tr>
<td>2</td>
<td>Goal</td>
<td>1</td>
<td>To find out what the students want to reach from the English course</td>
<td>Graves (2000)</td>
</tr>
</tbody>
</table>

**Target Needs**

| 3  | Necessities          | 2 - 5       | To find out the learners’ needs in terms of target situation demand.           | Hutchinson and Waters (1987)    |
| 4  | Lacks                | 6 – 7       | To find out the gap between the learners’ present level and the target level in terms of competence areas. | Hutchinson and Waters (1987)    |
| 5  | Wants                | 8           | To find out the learners’ wants of the learning process and enrichment program | Hutchinson and Waters (1987)    |

**Learning Needs**

| 6  | Input                | 9 – 12      | To find out the content that should be carried out in the designed tasks       | Graves (2000)                   |
| 7  | Procedure            | 13 – 16     | To find out what the students should do with the inputs.                      | Nunan (2004)                    |
| 8  | Setting              | 17          | To find out how the tasks are carried out.                                   | Nunan (2004)                    |
| 9  | Teacher’s role       | 18          | To find out the teacher’s roles in carrying out learning tasks                | Nunan (2004)                    |
| 10 | Learners’ role       | 19          | To find out the learners’ roles in carrying out learning tasks                | Nunan (2004)                    |

For experts’ judgment purposes, the questionnaire was administered to materials’ experts. The questionnaires were in the form of closed and open-ended questions.

Table 2 The Organization of the Closed-ended Questionnaire for Experts’ Judgment Purposes

<table>
<thead>
<tr>
<th>No</th>
<th>Components Evaluation of Aspects</th>
<th>Item number</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>1 - 9</td>
<td>BSNP (2014)</td>
</tr>
<tr>
<td></td>
<td>Completeness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Depth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Presentation</td>
<td>12 – 21</td>
<td>BSNP (2014)</td>
</tr>
<tr>
<td></td>
<td>Systematic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The balance between the Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students’ centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Autonomous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Language</td>
<td>22 - 27</td>
<td>BSNP (2014)</td>
</tr>
<tr>
<td></td>
<td>The appropriateness at</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The development level of Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The qualitative data was obtained from the interview with a teacher colleague. It was intended to find out the information about the learning needs of the students from the teacher’s perspective.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your opinion about this unit?</td>
</tr>
<tr>
<td>2</td>
<td>What aspects should be refined in this unit?</td>
</tr>
<tr>
<td>3</td>
<td>What is your suggestion about this unit?</td>
</tr>
</tbody>
</table>

Table 4. The Organization of the Interview Guideline for the Teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Item Number</th>
<th>Aim of Questions</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Input</td>
<td>1-3</td>
<td>To find the information about kinds of input that the teacher believes in enriching students’ reading knowledge and skills.</td>
<td>Nunan (2004)</td>
</tr>
<tr>
<td>2</td>
<td>Procedure</td>
<td>4</td>
<td>To find out what the students should do with the inputs</td>
<td>Nunan (2004)</td>
</tr>
<tr>
<td>3</td>
<td>Setting</td>
<td>5</td>
<td>To find out how the tasks are carried out</td>
<td>Nunan (2004)</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Role</td>
<td>6</td>
<td>To find out the teacher roles in carrying out learning tasks.</td>
<td>Nunan (2004)</td>
</tr>
</tbody>
</table>

This research implemented two kinds of data analysis, those were quantitative and qualitative data. The data was analyzed using the Likert Scale. The formula of frequency was used to analyze the data from the first questionnaire. The highest percentage on each statement was considered as the tendency of students’ relate to the condition.

In the steps of evaluating the materials, the questionnaire which was addressed to the expert used the Likert-scale model which has four options: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. The result of the data was converted to descriptive analysis as proposed by Suharto (2005: 52-53).

Table 5. Data Conversion Table

<table>
<thead>
<tr>
<th>Scales</th>
<th>Interval</th>
<th>Descriptive Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.00 ≤ X ≤ 2.49</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>2.50 ≤ X ≤ 2.99</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>3.00 ≤ X ≤ 3.49</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>3.50 ≤ X ≤ 4.00</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

(Suharto, 2006)

Results

Development of Supplementary Reading Materials

Result of Document Analysis

To develop better supplementary reading materials for the students of language and literature program, document analysis is needed to be performed to know the concordance among the basic competence of the 2013 Curriculum, learning objective and tasks included in the LKS.

The learning resource used by the teachers in teaching ELLP is the LKS (Lembar Kerja Siswa) named Belajar Praktis Bahasa dan Sastra Inggeris published by Viva Pakarindo. The LKS is the only learning resource widely used in SMA Negeri 11 Yogyakarta. The LKS analysis focused on the content analysis to analyze the concordance among the basic competence, learning objectives, the task and the
efficacy of the reading materials. The evaluation was focused only on chapter 2 and chapter 3 because based on the document analysis, those two chapters had more weaknesses than the others especially on reading competence.

There were some weaknesses found in the LKS in Chapters 2 and 3. Those were 1) introduction and warming up phase were not well presented to guide and relate students’ early understanding to the material that they will study, 2) lack exposure of reading comprehension to develop students’ reading competence, 3) the activities to train students’ reading competence was not adequate and not varied, 4) the activities did not promote students’ higher thinking skills as well as collaboration among them, 5) there were not any relevant activities available to fulfil one of the basic competence that was distinguishing social functions, text structure, and language features of some particular texts in the form of advertisements by giving and requesting information related to the activity (event) according to the context of its use, 6) no activity related to grammar use was presented, 7) vocabulary related to the material studied was not adequately presented and 8) the instruction in almost all activities was not clear.

**Result of Needs Analysis**

A needs analysis was conducted on January 3rd, 2020 by sharing a google form link containing the item of the questionnaires to 35 students of the Language and Literature program of Grade X of MIPA 4. The questionnaire was written in Bahasa Indonesia to make it easier for the students to understand its items. This analysis was conducted to get information about the target needs and the learning needs of students about developing appropriate reading materials for them.

From the result of students’ need analysis, it can be concluded that students want to learn English because they need it to communicate actively and gain English proficiency when they continue to higher study. About the reading material, they want to have:

a. a simple reading text which is related to their major
b. the reading text should be presented with pictures
c. the reading task should be presented by asking students to answer questions and fill the blank by using provided words.
d. the reading task should be done in pairs or small groups.
e. vocabulary and grammar activities related to the material that they study are demanded to help them comprehend the text better.

**The Course Grid**

The course grid was the guideline to develop materials that were designed about the English curriculum in 2013 Curriculum for Senior High School and students’ needs and based on the result of book evaluation. It included some parts in it, they were: identity, core competence, basic competencies, unit/topic/unit title, indicators, the input of texts, and learning activities.

**Format Presentation of Each Unit**

The next step after finishing the course grid was designing the format presentation of each unit. The format presentation of the materials was based on the framework of Task-Based Instruction proposed by Willis (1996). It consists of seven parts: pre-task, task cycle, and language focus, enrichment, review, self-reflection and summary. The format presentation of the units’ development is shown as follow.
The First Draft of Materials

Based on the LKS evaluation, the developed materials only consisted of two units, in which each of them had several tasks in the range of 12 – 14 activities. The detailed descriptions of the first draft of materials are presented as follows.

Unit 1

The title of Unit 1 is “What’s the Next Event?” This unit was designed to encourage the students to learn about advertisement by distinguishing social functions, text structure, and language features of some particular texts in the form of advertisements by giving and requesting information related to the activity (event), according to the context of its use, capturing contextual meanings related to social functions, text structures and particular language features in the form of event advertisements and composing particular texts in the form of event advertisement, spoken and written, by paying attention to social functions, text structures, and language features, correctly and in context. There are 13 activities, enrichment, review and self-reflection in this unit. The activities are divided into 3 parts: 3 activities belong to pre-task, 6 activities belong to task cycle and 4 activities related to language focus. The grammar focus discussed in this unit is simple and active sentences.

Unit 2

This unit was designed to encourage the students to learn factual report text by distinguishing social functions, text structure, and linguistic elements of several oral and written report texts by giving and requesting information related to technology covered in other subjects in Class X according to the context of their use, capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written report texts related to technology covered in other subjects in Class X and composing spoken and written report texts, related to technology covered in other subjects in Class X by paying attention to social functions, text structures, and language features, correctly and in context. The grammar focus used in this unit is simple present tense, the use of the definite and indefinite article and the use of singular and plural nouns. The unit that entitled “That’s Amazing Invention” consists of 13 activities, enrichment, review, summary and self-reflection. The activities are divided into 3 parts: 3 activities belong to pre-task, 6 activities belong to task cycle and 4 activities related to grammar focus.

Result of Expert Judgment

From the result of the expert judgment of chapter 1 and chapter 2, it can be concluded that the developed materials are considered to be very good with the mean score of all aspects of the developed materials was 3.93 and it was appropriate to be used for grade X students of language and literature program.

Table 6. Validation of All Units in the Developed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appropriateness of the Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Unit 1</td>
<td>3.81</td>
<td>Very good</td>
</tr>
<tr>
<td>b.</td>
<td>Unit 2</td>
<td>4.00</td>
<td>Very good</td>
</tr>
<tr>
<td>2</td>
<td>Appropriateness of the Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Unit 1</td>
<td>3.80</td>
<td>Very good</td>
</tr>
<tr>
<td>b.</td>
<td>Unit 2</td>
<td>3.80</td>
<td>Very good</td>
</tr>
</tbody>
</table>
The Field Testing

After having expert judgment and finishing the final draft of the developed supplementary reading materials, the researcher conducted field testing of the materials. It was only conducted in two sessions because of the mid-term test and the pandemic of Covid-19. The researcher used the three-phase technique as proposed by Alyousef (2006) in the learning reading process. It comprises three procedures of reading: pre-, while-, and post-reading stages.

The second meeting was conducted on 21st February 2020.

The Efficacy of the Developed Supplementary Reading Material

The efficacy of the developed supplementary reading materials was described based on expert judgment instead of real class tryouts. This was because it was impossible to involve the ‘real class’ due to pandemic Covid-19 that forced schools ‘physically closed’. This stage was to reveal how effective the materials are likely to enhance students’ reading skills. They were arranged and based on the framework of Task-Based Instruction proposed by Willis (1996). The strengths of the developed supplementary reading materials are as follow:

- The contents of the developed materials are in line with the students’ needs.
- The contents of the developed materials are conceptualized within the students’ necessities in constructing the topic of the text.
- The information in the developed materials empowered students’ reading skills.
- The activities in the developed materials vary either in the kinds of activities or in the way the activities are done (individually and in groups).
- The developed materials were designed with clear steps and a framework of task-based instruction so it will be easy for the teacher to apply the lesson in the classroom.

Discussion

The main significance of this research was to develop supplementary reading materials and was addressed to grade X students of ELLP in SMAN 11 Yogyakarta. Through the use of these materials, it was expected that the students could enrich their knowledge and skills in English, especially in reading. The research was started by conducting the needs analysis on 3rd January 2020.

In the needs analysis process, there were 35 grade X students of the language and literature program in SMAN 11 Yogyakarta involved. The students were given a needs analysis questionnaire related to the target needs and learning needs: 8 questions related to the target needs and learning needs: 8 questions related to the target needs and 11 questions related to the learning needs. Meanwhile, an interview was conducted with the English teacher colleague to know her view towards the students’ learning needs. The data from the needs analysis questionnaire were analyzed by looking up the percentage of each statement using the formula proposed by Suharto (2006).

The results of the needs analysis were used as the basis to develop the course grid. For the questionnaire, the questions were developed by the principle of target analysis proposed by Hutchinson and Waters (1987) and the components of the task proposed by Nunan (2004). The results of the target needs are considered as the basis for developing the content of supplementary reading materials.

Instead of the questionnaire, an interview with the teacher was also conducted to support the data from the questionnaire, especially the data of learning needs. The guidelines were also developed by the components of tasks proposed by Nunan (2004).

The next step after conducting need analysis is developing a course grid. The course grid was developed based on the data results of the questionnaire and interview in needs analysis. Instead of those results, there was also consideration from the recent curriculum, 2013 Curriculum, in the form of core competencies and basic competencies underlying English for grade X students of ELLP. The course grid consists of the identity, the core and basic competencies, the number and title, the topic, indicators,
learning activities, and the inputs to develop supplementary reading materials for grade X students of ELLP.

The developed materials consist of two units and each unit consists of 15 tasks. Both units have similar patterns. They were developed based on the steps of Task-based Instruction (Willis & Willis, 2007). In each unit, there were pre-task phases, task cycles, language focus, enrichment, review, summary, and self-reflection. Each unit contains a text type to explore. Unit 1 covers short functional texts which are advertisements and Unit 2 covers report texts related to technology.

After the materials had been developed, then the materials were validated by conducting an expert judgment. The instrument used in the expert judgment was a Likert Scale questionnaire. The results of the expert judgment were analyzed through descriptive statistics (Suharto, 2006) and used to revise the first draft of the materials. Based on the results of the expert judgment, it showed that the developed materials were considered appropriate for grade X students ELLP in enriching knowledge and skills of reading. The table below presents the results of the expert judgment on all units.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Materials Considered Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Conclusion

This research is aimed at designing appropriate reading material and finding out the efficacy of developed supplementary reading materials for Grade X students of ELLP at SMA Negeri 11 Yogyakarta in the Academic year of 2019/2020. Based on the research findings, the conclusions can be drawn as follows.

The Development of Supplementary Reading Materials

Target Needs

The main goal of the students to learn English is to be able to communicate in English effectively and fluently and to gain English proficiency to continue to higher study. Most of the students need English to understand the English instructions and explanations given by the lectures as well as to be able to understand and use words, sentences and expressions in English and before the other, speaking is the most important skill that they need after they graduate from high school. Most of the students consider themselves at the level of a beginner in terms of English proficiency. It means that their English is still limited and the language they can communicate with is quite simple. In reading, most of the students claimed that they faced difficulties in understanding particular terms as well as finding the antonym or synonym of a certain word in the text.

Learning Needs

The expected inputs for reading are texts of 150 – 200 words length with some pictures and simple texts describing the context of everyday life that are tailored to the needs of students of ELLP. Meanwhile, the topics of the texts are related to the daily life of family, school and community.

The expected activities for reading are reading text and answering the question based on it. For vocabulary, the expected activities are completing sentences or paragraphs with provided words. Finally, for grammar, the expected activities are completing sentences with provided words as the type of activity related to grammar and doing exercises related to grammar.

All of the students prefer to work in pairs or small groups. However, in deciding the setting, there should be also a consideration of the level of difficulty of the task. Most of the students prefer actively participating in a classroom discussion and sharing their opinion with all classmates and the teacher. Nevertheless, they also like listening to the teachers’ explanations, then writing them in the notebook.

Supplementary Reading Materials for Grade X Students of Language and Literature Program

Based on expert judgment, the materials developed in this study are considered to be appropriate. The final draft of the materials consists of two units which contain 13 activities in each unit. Each unit was developed using the framework of task-based instruction. In each unit, there are pre-task, task cycles and language focus, enrichment, review, summary and self-reflection. Unit 1 covers advertisements and unit 2 covers report text. The topics are formulated based on the topics available in the curriculum and the students’ wants.

The Efficacy of the Developed Supplementary Reading Materials

Based on the field testing, it concludes that the developed supplementary reading materials could help students to achieve the goals of learning reading and to enhance their competency in reading skills. By making use of the developed supplementary reading materials, they could distinguish social functions, text structure, and language features of some particular texts and capture contextual meanings.
related to social functions, text structures and particular language features in the form of some particular texts. Those reading skills helped the students to produce a text related to the learned topic, to utilize it and make good communication within the context of their major. Thus, it can be concluded that the supplementary reading materials developed by using the framework of task-based instruction proposed by Willis (1996) could help grade X students of language and literature program (ELLP) in SMAN 11 Yogyakarta to achieve the learning goal and to enhance their reading skills.

References


Erfiani N N, Ngadiso, Suparno (2019). Developing Supplementary Reading Materials for Grade 11 Students at a Multimedia Study Program. Retrieved from jurnal.unsyiah.ac.id › SiELE › article


