

Supplementary reading material for senior high school based on K-13

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Abstract

This study aims on Designing Supplementary Reading Material Based on K-13 and to meet students' need in MIA class program of SMAN 4 Sampolawa, Southeast Sulawesi. To reveal efficacy of the supplementary reading materials for the tenth graders of SMAN 4 Sampolawa. This research used R & D (Research and Development) because the result of the research is a product Textbook. The five steps are as follows: Research and Information Collection, Planning and Drafting, Experts' Judgment, Field Testing and Final Product. The research was conducted in SMAN 4 Sampolawa, Southeast Sulawesi. In which the participants were twenty four tenth graders and their English teacher. The findings of this research show that the content provide specific Supplementary Reading Material to support MIA class program. Based on the need analysis English reading material on science activities are needed by English teacher in SMAN 4 Sampolawa. This Supplementary Reading Material helps students achieve their competencies related to their major in MIA class program. It can attract students to actively engage in the teaching and learning process. The supplementary reading materials as the product in this study also provide learning resources in science activities and improve students reading interest and skills.

Keywords: supplementary reading material; SMAN 4 Sampolawa

INTRODUCTION

Developing English skills can determine the success of students in communication, in particular, when they are already in community. One of English skills in which has significant point in developing English is reading skill. Reading is the most important one of the four basic skills, it is a basic tool to learn about the world around them. Through reading, students can get information from the text, acquire new ideas, obtain & process the information, seek support for their ideas and broaden their interest by what they read. Learning reading in any aspects and any way is important to do to comprehend the context of material in any source of knowledge that want to know and learn and reading should accept special exceptional concentration in the teaching and learning process.

To have English capacity, curriculum needs to be implemented in accordance with school situation (Bosher & Smalkoski, 2002; Fithriyati & Maryani, 2018). Although in implementation k-13 and along to the text books based on k-13 has been implemented, the approach, methods and media are considered, for example, SMAN 4 Sampolawa is a new senior high school at South Buton Regency in Southeast Sulawesi Province. It requires improvement in any field specially in teaching and learning English and one of skills in English that has significant role is reading skill for development English teaching and learning. Students still had difficulty to look for the main idea of the text. In addition, their vocabulary mastery was still low that make them difficult to get knowledge and to collect information from the text. therefore, reading is important to solve the problems. The process of English teaching and learning in SMAN 4 Sampolawa has to be created as interesting as possible to help students to comprehend and producing English well.

Students in this school specially need more introduction and steps of learning English well and empowering them in English instruction and teaching and learning based on scientific approach in this school which is sufficient for influence or proficiency in English and reading text in good material is so important for this case because the good activity for students is to know what must be comprehended and the first point for getting information in reading text which is composed well either.

The ability of students depends on the teachers or policy maker but also condition or situation in the school which has main role to achieve main purpose of the teaching and learning. The school needs more guidance especially in the way of teaching. The researcher has willing to improve students ability in reading to comprehend more about getting information in the text. Developing reading material for reading is the best for platform learning English in developing skill for students based on the research and developing in this school.

The textbook is a kind of instructional materials useful in learning. Textbooks have selected materials that contribute to the learning objectives of the lesson, involving significant content for learning, compatible with the teaching procedures to be used and appropriate to the particular group of students who will use the material. Good textbooks should fulfill some requirements and have appealing presentation also variation materials in order to motivate student to learn.

This book is able to realize the implementation of the Curriculum 2013 at English classes because the content and learning experience developed in the book. This has been sought so that it can help students achieve the four core competencies (KI) in 2013 curriculum. The presentation of content and learning experience in this book refers to the learning of scientific approach. By understanding social functions, text structure, and various linguistic features text as mandated by the 2013 content standards in curriculum, students are expected to be able to express ideas, both verbally and in writing, by following the rules and steps appropriate rhetoric. In addition, the content and learning experience in each chapter is generally arranged by following the stages in accordance with the basic principles of learning foreign language.

The various texts in this book are adjusted to the mandate of the basic competencies in the curriculum 2013 for 10th grade, which includes short functional texts; essays in the form of recount, narrative and descriptive. The various texts are presented through themes related to phenomena science and nature in the world, which are intended to develop knowledge and important characters as the basis for the formation of positive character and learning behavior. Students practice to participate in conveying ideas and thoughts are related to the type of text being studied, which ultimately can develop students' courage in expressing ideas.

LITERATURE REVIEW

Reading comprehension is a text that students use to help them improve their reading skills, by reading it and answering questions relating to the text or reading comprehension is the act of understanding what you read (Poerbowarni, 2019; Romafi & Musfiroh, 2015). While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension** (Byrnes, 2008). In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say.

Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.

How does reading comprehension develop? Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts.

Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

Why is reading comprehension so important? Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

METHOD

The researcher designs reading material based on Educational Research and Development (R & D). It was developed by (Gall et al., 2003). This is to analyze the teaching and learning program for reading method, proven and ready to be used in designing English reading material. It includes research and information collection, planning and drafting, experts' judgement, field testing and final product and uses the steps of Curriculum Language Design that consist of in this book developed by (Macalister et al., 2009). Two steps of research combined to get the result or final product. The six steps mentioned as follows (Figure 1) (Mustafa & Efendi, 2016; Saryati & Yulia, 2019).

The research was conducted in SMAN 4 Sampolawa at South Buton in Southeast Sulawesi. The school only has two general programs namely, MIA (Mathematic and Nature Science) and IIS (Social Science). There are 6 classes and 127 students from the first up to the third grade, and the details can be seen in appendix. The researcher conducted the research in X MIA grade. This research participants were the students and their teacher at 10th grade MIA (kelas 10 MIA) of SMAN 4 Sampolawa at South Buton in Southeast Sulawesi in academic year of 2018/2019. The students at this class consisted of 24 students were 20 female and 4 male. The details could be seen in appendix. All students of class X MIA were involved in the study as the source of data. The English teacher of SMAN 4 Sampolawa of the 2nd

semester of grade 10th. The role of the English teacher is as a supervisor and assistant when the researcher applied designing supplementary reading material in the teaching and learning activities.

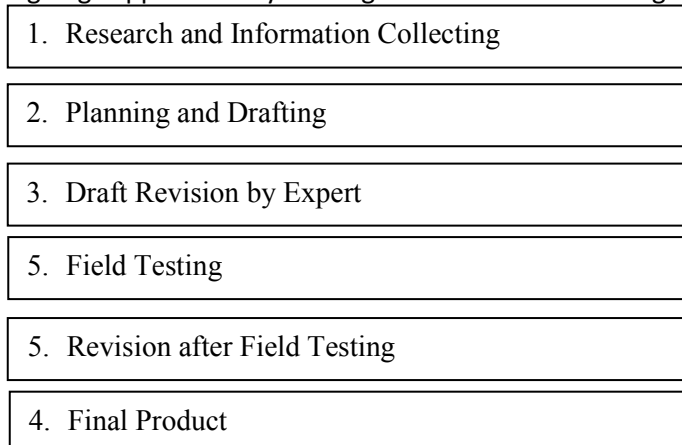


Figure 1. Six Stages of R&D cycle by (Gall et al., 2003)

RESULT AND DISCUSSION

Result

Based on the research objectives, this chapter consists of three sub chapters presenting three research findings, including (1) the development of English supplementary materials for MIA class program, (2) the strengths of the supplementary materials, and (3) the limitations of the supplementary materials. The explanation of each stage in the research is as follows.

Result of document analysis

- a. The textbook was already in line with the syllabus and curriculum. However, some contents of the textbook did not meet with MIA program students' need. Some contents of this textbook discuss general English Knowledge, while MIA Program students' need a specific content related to their program. The syllabus explained that the learning process should be contextualized with the environment students, so it can be concluded that the materials should be in line with the students' need.
- b. There were 3 less relevant topics inside of the textbook. The less relevant topics exist in chapter 9 (the Battle of Surabaya), 12 (Issumboshi), 14 (Strong Wind).
- c. The vocabulary exercises was not varied enough in this textbook, they should be changed to various forms of activities.

Result of Students analysis

- a. The majority of students were active students, however the students were lacking masteries of vocabulary, writing, and pronunciation, less confidence for some of students, and limited time to learn English in classroom.
- b. The students lacked information on their major.
- c. The students needed specific information related to their major.
- d. The students were not habituated to student-centered learning activities.

Result of teacher analysis

- a. The teacher graduated from one of state university in Southeast Sulawesi. She had long experience in teaching field. It was more than 9 years teaching experiences and she had already teaching in various schools.
- b. Teacher actively develop her capability and she was also have many training for teacher. So, this activity ensures teacher to have more knowledge and better implementation how to teach students. to improve her ability.

- c. Teacher could manage her class well. However, there was time limitation for teaching to her students.
- d. Teacher had difficulties to teach various levels of students because of time constrained and transition from 2006 to K-13.
- e. Teaching usually used both Indonesian and English in learning and teaching process to ensure students' understanding.

Planning and Drafting

Based on the first step, preliminary form of the reading materials that was expected to achieve the goal of K-13 was developed. Course grid was made in this step. The example of the course grid is as follows.

The content and sequencing of its materials in the course grid follows the format and presentation of scientific approach. The purpose of scientific approach is to develop students' ability to communicate using the target language either written or orally in an accurate manner contested in four language skills in various of contexts and purposes using text types and language functions. Scientific approach implemented in this supplementary reading materials consisted of 5 stages as follows:

1. Observing: students observe objects, things, or situation related to environment given by teacher.
2. Questioning: students question themselves, partner or their group about what they should know from the objects, things, or situation given.
3. Experimenting: teacher drills the students' English ability through group discussion, simulation, role plays, or other activities.
4. Associating: students analyze, discuss, and summarize the text.
5. Communicating: students convey the result of their discussion and share in front of the class.

Therefore, it can be concluded that the course grid should be made first as a guidance to create preliminary product, and the content and sequencing of the materials in its product use scientific approach.

Field Testing

Field testing is the activity to validate whether the product that had been developed is effective to be used. The process can be observed in chapter III page 63, the finding of this field testing is as follows:

1. The level of text's difficulties was already appropriate with the students' ability. So, this text can be a model to provide or create other text for the supplementary materials.
2. Group discussion had a better outcome rather than individual activity, so there should be two activities existing in the main product to balance students' skills in working as a group or working as an individual.
3. The students lacked pronunciation. Therefore, for the fixing of the product to help students improve their ability in pronouncing the words, the main product should discuss more on how to pronounce the words correctly.
4. The students lacked ability for answering the specific questions.

CONCLUSION

Based on the research findings and discussion, the conclusion of the product is represented as follows. Learning materials that were developed in this research fulfilled the criteria of R&D model. It is necessary to provide specific reading materials to support MIA program students. Based on the need analysis, the MIA materials of the tenth grade are about events of science, science itself and inventor in science field. The efficacy of the supplementary reading materials help students to achieve their specific purpose on their program, improve vocabularies, provide more information, and broaden their

perspective in regards to Science activities. Furthermore, the reading materials as the product of this study provide additional learning resources for students.

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