DEVELOPING SUPPLEMENTARY READING MATERIALS FOR THE SEVENTH GRADE STUDENTS OF SMP NEGERI SURAKARTA BASED ON CURRICULUM 2013

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Abstract: One of the most important competences proposed by curriculum 2013 is understanding written text. Reading is an important skill to achieve it. Meanwhile, English is taught using a compulsory book named When English Rings a Bell (WERB). However, the researcher finds that the book does not have enough reading text to support students’ reading skill. Furthermore, the need analysis done by the researcher support the fact. The teacher had to add some other materials outside of the course book to accommodate students in learning reading skill. Moreover, the reading activities provided in the course book do not reflect the teaching procedures of scientific approach. This is a research and development study as known as R&D which employs 2 stages in conducting this study. The first is exploration which consists of need analysis, library research and prototype design. The second is model development which consists of expert judgment, prototype try out.

Keywords: reading, R&D, exploration, model development, curriculum 2013.

Introduction

Based on the regulation of education and culture minister (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia) number 71/2013, the course book made by the government namely “When English Rings a Bell (WERB)” should be used in the teaching learning process at school. It is a compulsory textbook for the teachers and students. It has been used by the teachers in SMP 1, 4 and 12 in teaching English including reading by using scientific approach as the character of 2013 curriculum in teaching. It is found that during the teaching and learning process, the materials in WERB does not accommodate learning reading skill and scientific approach which also should be implemented during in the class.

There are some definitions from the experts related to what reading is. Richards (1997: 15) defines reading as what occurs when people look at a text and select message of the written symbols of the text. In addition, Ruddel (1994: 31) defines reading as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of a concept and information presented in the text. Urquhart and Weir (1998: 14) also say that reading deals with the language message in written or printed form. Hudelson in Celce (2001: 54) states that reading is an individual construction meaning through a transaction with written text that has been created by symbols that represent language. From the experts definitions above, the researcher constructs the definition that reading is an active thinking process to construct the meaningful interpretation from the author through the printed words or text that has been created by symbols that represent language.

In curriculum 2013 the four skills of English: listening, speaking, reading and writing, are taught in an integrated way. The integrated way of teaching can be known from what have been stated in 2013 Curriculum (PP no. 70/2013, the core competences in English for Grade VII).

Permendikbud No. 65 2013 states about the standard process of elementary school and junior/senior high school initiating the need of the learning process which is guided by scientific approach. The application of the scientific approach in teaching learning process becomes the characteristic and the power of the new curriculum 2013.

Method

According to Borg and Gall (1983: 772) the type of this research namely research and development has functions to design new products and procedures, which then are systematically field tested or tried out, evaluated, revised and refined until they meet specified criteria of effectiveness, quality, or similar standard. The need of development will be based on the result of field research, and then it will be developed into prototype. The prototype which has been judged by the expert and revised by the researcher will be tested or tried out until the developed design become feasible, effective and able to fulfill the need of research subject.

According to Borg and Gall (1983: 775) there are ten steps in developing a product in Research and Development study. The procedures are: Preliminary study, research design, develop preliminary form of product, preliminary field testing main product revision main field testing revision of the product operational field testing final product revision dissemination and implementation.

The procedures in this research will be based on Borg and Gall (1983) but because of some considerations and the limited time, the researcher condenses the ten steps into two main stages as follow:
1. Exploration
First, in this stage the researcher conducts library research which covers searching and finding the related theories. Second the researcher conducts field research which covers observation, interview, and questionnaire. The third, the researcher develops the prototype based on the result of need analysis and course book evaluation.

2. Model Development
In the stage of model development the researcher will have expert judgment to make sure that the product is correct and in line with the need analysis has been done in the previous research. Then the researcher will tryout and validate the result of prototype to the students. While the prototype is tried out in the field, the researcher collects the data toward the application of the prototype. Then the researcher revises the prototype and tries out again. This stage is conducted until the supplementary material become effective and able to fulfill the needs of the students.

Findings
The research findings will be presented into the exploration and model development stage. The exploration stage consists of three parts: (1) the description of the existing course book “When English Rings a Bell” for the seventh grade junior high school, (2) the need analysis and (3) prototype design. The second part discusses about the model development stage which consists of two parts: (1) expert validation, (2) prototype try out.

Exploration Stage
There are three topics of discussions in the exploration stage. The first finding is about the description of existing and quality of course book “When English Ring a Bell”. Cunningsworth model was used to evaluate the book. The second discussion is about the result of need analysis. The need analysis was conducted through having interview and class observation and distributing questionnaire. Third is the prototype development. The findings are explained as follows.

The Existing Quality of Course Book
Based on interview and observation, it was found that the teachers and the students of seventh grade junior high school do not always use the course book “When English Rings a Bell” in every meeting.

a. Description of When English Rings a Bell
The book title is When English Rings a Bell for seventh grade of junior high school. The contributor of this book are Asep Gunawan, Yuli Rulani Khotimah, and Siti Wachidah. The book size is 175 × 250 mm. It has 188 pages. The cover colour is green while the page colour is white. It has only two colours in it. The price is Rp 30,000.

When English Rings a Bell is arranged based on the 2013 Curriculum. It focuses on the four language skills namely listening, speaking, reading, and writing. To support the mastery of these skills, it does not contain materials about grammar in focus and language in use even there is no single reading text.

b. Book Evaluation
Based on the analysis on this book using Cunningsworth course book evaluation checklist (1995), it is found that the language content of the course book does not cover any kind of grammar focus. The language content are not varied, it consist of short dialogue, small and big pictures, limited exercise, and too easy vocabularies. The vocabularies are still limited in the form of quantity and range for the seventh grade students of junior high school. Besides, the materials and activities are monotonous, the style of language materials are closer to the students of elementary school rather than to junior high school. The four skills are not adequately covered in the book. The materials are too simple to teach all four skills. The course book covers speaking and writing in limited materials. It is hard for the teacher to teach listening and reading without any other resources from outside of the course book.

The Result of Need Analysis
Need analysis refers to activities to collect the data related to previous condition in the field and the expected need to solve the problem (Borg and Gall, 1983). In this research, need analysis was done to know whether the stakeholders need the supplementary reading material or not.

a. The result of Interview
The researcher interviewed the English teachers and found the fact that the book is not sufficient and effective to teach students for reading skill. The book content cannot accommodate the students in learning reading skill. The teacher had to search additional material to teach reading from the outside of the course book. The following is the example of teachers’ statement about it.
“KD sudah sesuai dan bagus tetapi aplikasi dalam materi masih kurang, contohnya materi untuk mengajari reading itu tidak ada, yang ada itu speaking dan writing itupun sedikit, terus materi untuk listening juga tidak ada jadi guru harus menyediakan materi sendiri diluar dari buku paket”

From the interviews done by the researcher, it can be concluded that all four English teachers in three school (SMP 1, 4, 12) urgently need the supplementary material to teach reading in the class.

b. The Result of Observation

The finding of the observation which has been done by the researcher in three schools (SMP 1, 4, 12) are; (1) the teachers always used other material outside of the course book in the teaching and learning process. (2) The students did not really interested to learn the course book while they are learning in the class. (3) Sometimes the teachers did not use the course book at all but only the additional material to support the implementation of scientific approach while they are teaching.

c. The Result of Questionnaire

The finding of the questionnaire which has been answered by the students shows that WERB did not contain enough material to accommodate them in learning especially in reading. They said that there are too many pictures with too easy materials for them and even no single reading text to study reading.

Prototype Development

The development of the prototype was based on the theoretical review, the findings in the need analysis, and the syllabus of curriculum 2013 for the seventh grade student junior high school especially for reading skill. The name of supplementary reading material by the researcher is I Read I Know. The activities in the materials will be based on scientific approach which consist 1. Look Around as observation stage; 2. What is that? as questioning stage: 3. Let’s try as experimenting stage; 4. What’s the Different? as associating stage and 5. Share your idea as the communicating or networking stage. I Read I Know accommodate all stages in scientific approach with sufficient materials for reading skill to accommodate the teaching learning process by the spirit of curriculum 2013.

Model Development

Expert Judgement

The expert was the lecturer of English education graduate program which become national practitioner and expert in curriculum. The expert will judge the prototype before try out. It used to validate the materials and to make the materials in line with the 2013 curriculum.

Try Out

The try out was done in SMP 4 Ska. It is done for two units as the representative of the supplementary reading materials. The procedures of this stage are try out 1 which is followed by focus group discussion and revision. After revision it comes to try out 2 which is followed by focus group discussion and revision and so on until the product is considered to be qualified based on some criteria stated in the theories.

Discussion

The researcher provided supplementary reading materials named I Read I Know for the seventh grade students of junior high school to help and accommodate teachers and students in the process of teaching learning in the class. It was developed on the weaknesses of When English Rings a Bell (WERB) which were found in the need analysis.

I Read I know was developed by the consideration of the Cunningsworth course book evaluation checklist (1995). They are objectives and approach, design and organisation, language content, skills, topic, methodology, teachers’ book, and practical consideration. The book evaluation checklist was used by expert judgement to make all parts of I Read I Know in line with the need of the students in learning.

I Read I know implements scientific approach in the teaching and learning activities. The availability of scientific approach activities in I Read I Know as the procedures of teaching in curriculum 2013 is really beneficial for both teachers and students during the teaching learning process.

Conclusion

The final product of this study is the supplementary reading materials named I Read I know. It is for the seventh grade students of junior high school. It is provided for the English teacher in teaching reading effectively based on the curriculum 2013 and for the students to improve their reading skill. It was developed from the weaknesses of “When English Rings a Bell” course book and also the students’ need.
Implication

The implication of *I Read I know* as the result of the study will be very beneficial in the implementation of the new curriculum named curriculum 2013 which has different characteristics compared to the curriculum used before. The scientific approach which becomes the procedures in the teaching learning process can be really done with sufficient reading materials provided in *I Read I know*.

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