

DEVELOPING ENGLISH READING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF MTS AL-HAMID BANJARMASIN

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ABSTRAK

Membaca merupakan salah satu keterampilan yang penting dipelajari. Dengan membaca, siswa akan mendapatkan ilmu baru dari buku, koran, majalah, bahkan media sosial. Di era sekarang ini, banyak siswa yang mengalami kesulitan dalam memahami dan kebingungan dalam mempelajari teks bacaan. Untuk mencapai tujuan pembelajaran membaca, siswa membutuhkan bahan bacaan bahasa Inggris yang relevan. Bahan yang baik sangat dibutuhkan dalam penelitian ini. Hal tersebut dapat menjadi upaya bagi siswa untuk meningkatkan kemampuan membacanya. Dengan mengembangkan materi yang baik diharapkan siswa akan lebih aktif dalam proses pembelajaran dan membuat siswa tertarik pada pelajaran membaca.

Desain penelitian ini adalah Research and Development (R&D). Pesertanya adalah siswa kelas delapan MTs Al-Hamid. Penelitian ini mengadaptasi model dari Dick and Carey dengan beberapa modifikasi. Langkah-langkah dalam prosedur penelitian yang dimodifikasi adalah melakukan analisis kebutuhan, menulis kisi mata kuliah, mengembangkan materi, mendapatkan penilaian ahli, dan menulis draf akhir materi. Ada dua jenis data: data kuantitatif dan data kualitatif. Data kuantitatif berupa analisis kebutuhan siswa dan penilaian ahli yang dikumpulkan dengan menggunakan angket, sedangkan data kualitatif berupa pendapat ahli tentang materi.

Hasil analisis kebutuhan menunjukkan bahwa siswa lebih suka berkomunikasi dalam aktivitas sehari-hari, dan juga pada level menengah. Selain itu, siswa mengalami kesulitan dalam mengenali makna tertentu dari teks tersebut. Siswa lebih memilih topik tentang liburan dan hewan. Sedangkan panjang teks sekitar 100 - 150 kata. Sebagian besar siswa menginginkan aktivitas menjawab pertanyaan opsional. Siswa lebih menyukai membaca di kelas dan melakukan aktivitas secara individu. Para siswa menginginkan guru untuk membimbing dan mengoreksi pekerjaan siswa selama proses belajar mengajar. Sedangkan siswa lebih memilih menjadi pembelajar yang aktif. Hasil penilaian ahli menunjukkan bahwa materi dikategorikan sesuai.

Kata Kunci: Materi Pengembangan, Membaca

ABSTRACT

Reading is one of the skill that important to learn. By reading, students will get new knowledge from books, newspaper, magazine, even social media. In this era, many students have problems in understanding and confuse to learn reading text. To reach the goal of reading lesson, the students need the English reading material which are relevant. Good materials are needed in this research. It can be effort for the students to makes their reading ability better. By developing good materials, students will expected to be more active in the learning process and make the students interested in the reading lesson.

This design of this research is Research and Development (R&D). The participants were the eighth grade students of MTs Al-Hamid. This research adapted the model from Dick and Carey with some modification. The steps in the modified research procedures were conducting the needs analysis, writing the course grid, developing the materials, getting the expert judgment, and writing the final draft of the materials. There were two types of data: the quantitative and qualitative data. The quantitative data were the students' needs analysis and the expert judgment which were collected by using questionnaires, while the qualitative data were the expert opinion about the materials.

The result of needs analysis shows that the students preferred to communicate in daily activity, and also in the intermediate level. Besides, the students have difficulties in recognizing particular meaning of the text. The students preferred to have topic about holiday and animals. Meanwhile, the length of the text are about 100 – 150 words. Most of students want the activity of answering optional question. The students preferred reading in the classroom and do the activity individually. The students want the teacher to guide and correct student's work while teaching and learning. Meanwhile the students preferred to be active learner. The result from expert judgment shows that the materials categorized appropriate.

Keyword: *Developing Materials, Reading*

INTRODUCTION

Language is the important role especially for communicate each other. People can use language for express thoughts and feelings. There are many language in the world which has different pronunciation, writing, and grammar. Although it has different language, but it does not mean that people can not interact each other in the world.

One way that can help people to communicate each other is by using English. As an International language, English also has the important role not only in education, but also as the language of science, economic, technology, and business. Based on Indonesian government, English is taught from the Junior High School.

In learning English, the students should master all skills, those are listening, speaking, reading, and writing. One of the skills that usually used to the students is reading. Reading is one of the skill that important to learn. By reading, students will get new knowledge from books, newspaper, magazine, even social media. In this era, many students have problems in understanding and confuse to learn reading text. Besides, the students also have to understand what the content of the text to get new information from it.

According to Finochiaro and Bonomo (1973: 119), reading is bringing meaning to and getting meaning from printed or written material. Through the reading activity, the students can expand their knowledge. Students are supposed to have a good mastery in reading, but unfortunately they still lack in reading. One of the significant reason is that reading material are not appropriate with the students.

To reach the goal of reading lesson, the students need the English reading material which are relevant. Teachers have the flexibility in developing their own reading materials. The English teachers are supposed to develop English reading materials that are more appropriate for the students. Everything that teacher's do in reading class should be design to build students ability in understanding the materials as well. The materials that used and chosen by the teacher will get the good effect in teaching and learning process.

In teaching reading activity, a good materials are needed in this research. It can be effort for the students to makes their reading ability better. While the materials also can make the classroom more attractive during the reading lesson. By developing good materials, students will expected to be more active in the learning process. With this way also, can make the students interested in the reading lesson. So, they will not only passive or just silent in teaching and learning process.

Indeed, by using English reading materials, it is hope that the students will increase their ability in reading lesson. Then, it will motivate them in teaching and learning process especially in English. As a result, the students can understand English reading material well. Based on this background, the researcher interested to develop the materials that suitable with the students want.

METHOD

Research Design and Procedures

The design of this research is Research and Development (R&D). The findings of the research used to design new product. The product of this research is English reading materials for the eighth grade students of MTs Al-Hamid Banjarmasin. This research followed the steps model from Dick and Carrey that has been modified as follows: 1) Needs Analysis, 2) Writing the Course Grid, 3) Developing the Materials, 4) Getting the Expert Judgment, and 5) Writing the Final Drafts of the Materials.

Setting and Participants

This research was conducted on May 2020. The place of the research is MTs Al-Hamid Banjarmasin. It is located at Jl. Tembus Perumnas, RT 40, No. 84, Kelurahan Alalak Utara, Kecamatan Banjarmasin Utara, Kota Banjarmasin. The participants were the eighth grade students of MTs Al-Hamid Banjarmasin.

Data Analysis

There are two types of data analysis in this research, there are quantitative and qualitative data. The quantitative data are the result of the needs analysis and the expert judgment. While the qualitative data are the comments or opinion from the expert related

to the materials. The data were obtained by using needs analysis questionnaire was analyzed by using frequencies and percentage. The data obtained by using expert judgment questionnaire was analyzed by using Likert-scale as measurement.

FINDINGS AND DISCUSSION

1. The Result of Needs Analysis

No	Questions	Answer	N	F	%
1	What is your goal to learn English?	In order to communicating in the daily activities.	25	14	56%
2	How is your ability in reading English text?	Intermediate, able to read English text even though it is not fluent yet.	25	23	92%
3	What is your difficulty in reading English text?	Recognizing the meaning in sentence.	25	17	68%
4	How long is the appropriate text in reading that you like?	100-150 words.	25	10	40%
5	What are the topic that you like if you are reading?	Holiday and Animals.	25	16	64%
6	What kind of activity that you like the most when you are doing exercises?	Answering the optional question.	25	11	44%
7	When the teaching and learning process happen, what kind of activity that you prefer from the English teacher?	Guide and correct the students work.	25	15	60%
8	What kind of role that you want when teaching and learning process happen?	Active learners.	25	22	88%
9	Where is your favorite place when reading?	In the classroom.	25	13	52%
10	Which one that you prefer when doing the activity?	Individually.	25	12	48%

It could be seen from the table, the result of needs analysis shows that 56% students wanted the English materials that can help them to communicate in the daily activities, 92% students choose intermediate level to read English text, 68% students had difficulty in recognizing the meaning in sentence, 40% students preferred that a text should have 100 - 150 words, 64% students preferred to have topic about holiday and animals, 44% students want the activity of answering the optional question, 60% students want the teacher to guide and correct the students work, 88% students preferred to be active learners, 52% students preferred to read in the classroom, and 48% students preferred to do the activity individually.

2. Course Grid

The course grid was written after the learning needs found from the students. The student's preferences were shown by the highest percentage of the student's answer in the needs analysis questionnaire. Then, the course grid was written as the guideline for developing the materials

3. The Materials

After writing the course grid, the next step is to develop the materials. The English Reading materials consist of two chapters. They are "Do You Like a Story?" and "How Was Your Holiday?". Every chapter consists of 10 and 18 activities.

4. The Result of Expert Judgment

No	Items	Score
The Appropriateness of the Content		
1	The reading materials that have been developed based on a syllabus.	4
2	The developed materials are appropriate with the students proficiency level.	4
3	The developed materials are covered with guidance which helps the students to understand the text.	4
Mean		4
The Appropriateness of the Language		
4	The language used in the developed materials is clear and understandable for the students.	4
5	The developed materials are grammatically correct.	4
6	The developed materials used correct spelling.	4
Mean		4

The Appropriateness of the Presentation		
7	The developed materials are presented in texts and balanced pictures.	4
8	The developed materials encourage the student's initiative in reading.	3
Mean		3,5
The Appropriateness of the Graphic		
9	The appearance of the materials is interesting.	4
10	The use of letter and color can be read easily.	4
11	The letter variation is not excessive.	4
12	Pictures/illustration is relevant with the topic/content of the materials.	4
13	The use of pictures/illustration is accordance and reflects the content of the materials.	4
14	The overall design is visually interesting.	4
Mean		4

According to the results of the expert judgment, the materials appropriate. There were some suggestions from the expert. The following table shows the aspects that need to be revised and the revised version of the aspects.

Points to be Revised	Revision
Put some expert definition about recount text in the material.	The expert definition has been added in the material.
Add more vocabularies about difficult words from the stories.	The vocabularies have been added in the materials.
Give more activities on the developing material.	The activities have been added in the materials

5. Final Draft

The last step of this research is writing the final draft of the materials. The final draft is the revised materials from the expert based on the suggestions. The revision in the final draft is not too much.

CLOSING

Learning Needs

The learning needs of the learners were the goals, input, procedure, setting, teacher's role, and learner's role. In terms of goals, the students preferred to communicate in daily activity. The students also were in the intermediate level. Besides, the students have difficulties in recognizing particular meaning of the text.

The terms of input, the students preferred to have topic about holiday and animals. Meanwhile, the length of the text are about 100 – 150 words. Regarding with the procedure, most of students want the activity of answering optional question. In terms of setting, the students preferred reading in the classroom and preferred to do the activity individually.

Regarding to teacher's role, the students want the teacher to guide and correct student's work while teaching and learning. Meanwhile the learner's role, the students preferred to be active learner.

The Suitable English Reading Materials for the Eighth Grade Students of MTs Al-Hamid Banjarmasin

Based on the result of the expert judgment questionnaire, the materials are appropriate. The developing materials consist of two chapters. Each chapter has some components. The first is Warm Up activity. Warm up is a brainstorming which related to the topic.

The second component is Let's Observe. In this component, the activity focus on encouraging the students to observe the vocabulary related to the topic. The third component is Let's Answer. In this activity, the students answer some questions related to the topic.

The fourth component is Let's Find Out. The students should identify the text about each topic. The next component is Let's Create. In this component, the students will be more creative to create some particular text.

The last components are Homework and Reflection. Homework gives the students opportunities to have an activity besides in the classroom. Meanwhile the reflection is to measure how far the students understand the material well.

Suggestion

1. For the Teacher

The researcher suggests that the teacher should make the topic that related to the student's daily activity. The activity also must be interesting so the students will not bore in the classroom. The teacher also should use media which are appropriate with the learning materials and

learner's daily life to make the learners understand well.

2. For the Other Researcher

The researcher suggests for the other researcher who want to conduct the same research, it is important to conduct the needs analysis before make the developing materials. Conducting the needs analysis will helps the researcher to identify what kind of materials that should be developed and appropriate with the students.

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