

**DEVELOPING READING SUPPLEMENTARY MATERIALS
FOR THE TENTH GRADE STUDENTS
AT MADRASAH ALIYAH KHAIRUDDIN GONDANGLEGI MALANG**

Zulhadi Z
(NPM. 21702073043)

English Department, University of Islam Malang
Jl. MT. Haryono 193 Dinoyo Malang

ABSTRACT

This paper reports on a study conducted to develop reading supplementary materials for the tenth grade students at Madrasah Aliyah Khairuddin, Gondanglegi, Malang. It is aimed to design developing reading supplementary materials by which the students in this school will be provided with much more explanation and information about genres of text, especially descriptive and report texts. The discussion on descriptive and report text have been available on the main handbook used by the students and the teachers but the discussion on both these genres of the text are considered incomplete and too short that is why the students got some difficulties on understanding descriptive and report text. The result of this research can be used to determine and measure how this supplementary book will help the students to improve their comprehension when they are reading different types of texts, especially descriptive and report texts. As the result, when the students have had a good reading comprehension, they will also have a good interest in reading the texts.

Key words: reading, supplementary materials, Madrasah Aliyah Khairuddin

Introduction

To understand more about the content of this research, it is important to know what reading comprehension is. Reading is a comprehension process. When someone reads, there is a process of understanding what is actually conveyed in a text. Readers with a good reading comprehension will understand what they read easily. Then, they can easily catch the message delivered by the writer through the texts as said by Gillespie-Silver (1979) states that “reading is a communicative process between the reader and the author”. When readers have a good reading comprehension, they will be eager to read the texts or the passages. Unluckily, students in the tenth grade of MA Khairuddin did not have good reading comprehension

This research was done in a private Islamic senior high school of MA Khairuddin Gondanglegi, Malang, especially the students of the tenth graders. The students of this class were not eager to do reading activity. They even could not enjoy reading class. They showed a very poor performance in reading comprehension. The students got

some difficulties in understanding the texts given in the class. The reading text given in their class seemed to be very difficult to understand because they did not have a good reading comprehension. In reading class, the students were given a main handbook where some genres of the texts discussed. They are descriptive and report text. The students got some difficulties to understand both genres because the discussion on these genres of the texts were considered too simple and too short. The main handbook used by the teachers and the students does not give enough information about descriptive and report texts.

Due to the problems faced by the students at MA Khairuddin Gondanglegi Malang above, the researcher conducted a research on reading supplementary materials for the tenth grade students. The main purpose of this research was to design developing reading supplementary materials by which learners would be provided with much more explanation and information about genres of text, especially descriptive and report texts.

Definition of Supplementary Materials

In this research, supplementary material is additional teaching material especially discusses on descriptive and report texts which are used to enrich the students' knowledge in English.

The reading supplementary materials developed by the researcher provided complete discussion on descriptive and report texts which include communicative purpose or social function, simple present, generic structure, language features and types.

Theoretical Concepts of Reading Material

Most of the research in this area related to writing around the world has been done by analysing the process of modelling, joint negotiation, and joint construction of different types of texts. However, there is also some research in other areas, such as the studies by Padilla de Cerda (2013) and Herazo Rivera (2012), where the focus is on the topic of reading and speaking skills.

This research was carried out based upon different trends and theories in the reading comprehension area with the purpose of constructing a complete theoretical framework, which would work as a starting point for designing a genre oriented reading course, addressed to face the specific context needs and situational constraints.

Genre-Based Approach

The genre-based approach can be defined as instructing students to read and write by using different genre texts, which were written for purposes other than for teaching reading within an English as a second/foreign language (ESL/EFL) context.

As Swales (1990) states in his definition of genre: a genre comprises a class of communicative events, which share some set of communicative purposes. These purposes are recognized by the expert members of the discourse community, and thereby constitute the rationale for the genre" (p. 58).

Types of Reading Text

Based on the decree of Indonesian educational ministry number 69 in Curriculum 2013, Senior High School students in the tenth grade are required to understand well the genres of texts.

In this discussion, descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005). The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.

Report is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described. A report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment (Gerot & Wignell, 1994:196). A report text has some elements, they are generic structure and significant lexicon grammatical feature.

METHOD OF DEVELOPMENT

Model of Development

This research aimed at developing supplementary English Reading material. In this case, the product is English Reading material in teaching English for tenth grade students of MA Khairuddin. Therefore, the appropriate design that the researcher applied was Research and Development (R & D). As it is stated by Borg and Gall (1983:772) that educational research and development is one research designed aimed at developing and validating educational products.

The researcher developed the materials based on the models proposed by Borg and Gall (2010) namely are: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary held test, (5) main product revision, (6) main held testing, (7) operational product revision, (8) operational held test, (9) final product revision, (10) dissemination and implementation.

The adapted model for developing instructional material consists of seven steps, namely: (1) need analysis, (2) material development, (3) expert validation, (4) the first revision, (5) try-out, (6) the second revision, (7) final product. (adapted from Borg & Gall, 1983)

The Procedure of the Development

In line with the procedural model of the development applied in this research, the development of English material consists of some stages. First, need analysis was canied out to identify classroom problems related to instructional supporting documents. Next, theories, principles, or criteria of effective instructional supporting documents and assessment instruments were reviewed from related references, and from discussion

with other English teachers to have better understanding of how to develop the appropriate English reading material. Then, the selected instructional materials were developed based on related principles, theories, or criteria that have been studied. It consists of some steps, they are: determining the general and specific objectives of the developed materials, determining the content, selecting text, and creating tasks.

Afterward, the researcher reviewed the product to make sure that all the suitable principles have been applied in the development of the product. Further, the expert validated the product and it was revised accordingly to get quality assurance. A material development may need validation from expert in classroom instruction, assessment, illustration, etc. In this research, the content, language, activities/task, culture, general element and design of developed material were validated by expert. Next, the researcher conducted a try out to know the response, the weaknesses and the strength of the students about the product. In addition, second revision was needed to complete the quality of the developed materials. Finally, the final product was published.

Needs Analysis

A vital preparatory work in the form of gathering information has to take place before initiation of developing the appropriate the English reading material. In this research, the need analysis was conducted to obtain as much information as possible in any given situation in a field. The information from students of tenth grade at MA Khairuddin was in form of questionnaire. The school has four classes for tenth grade with the total number of the students are 90 students. The researcher took 25 students of 90 students and it was chosen X MIPA 1. The data from the questionnaires were analyzed by using $P = \frac{f}{N} \times 100\%$ formula to find out the percentages. Those were needed to know the need of the students as the basis of the developed material.

Furthermore, the researcher also gave the interview to the teacher. In this research, the interview was purposed at complementing the collected data from questionnaire to the students and verifying the trustworthiness of the data. In addition, it was conducted to get information from English teacher about the materials, the expectation and the weakness of the existing book. The interview was also conducted to the teacher who handles about curriculum at the school to know the application of the new curriculum and its need.

Tabel 1 The Subject of Needs Analysis

No	Subject	Number	Source of Data
1	The Student of Tenth Grade at MA Khairuddin	25	Questionnaire
2	English Teacher	1	Interview
3	The Teacher for Curriculum Division	1	Interview

Material Development

In this part, the researcher wrote the first draft of the developed materials. The researcher did some modifications, adaptations and developments of teaching materials

especially descriptive and report texts. The developments need to be suitable with the objective of the teaching and learning process.

For this purpose, some steps should be done in developing the materials. The activity deals with review of related literature, here are Curriculum 2013 for senior high school. For Curriculum 2013, researcher concerned on the Basic Competences of English Curriculum for Senior High School that should be reached by the students. The development of reading comprehension material through the genre approach.

Below are steps to map content into material. The researcher writes basic knowledge needed by students. This is based on what students need related to what students will learn. It also consists of how many units will be written by the researcher.

Table 2 Material Mapping

Unit and Topic	Function Area	English Skill Focus	Competence
Descriptive Text	topic main idea	Reading	determining the topic determining the main idea of certain paragraph
	communicative purpose synonym		knowing the purpose of the text knowing the synonym of certain word
	detail information comprehending text		finding the detail information what the text is about
Report Text	topic main idea	Reading	determining the topic determining the main idea of certain paragraph
	communicative purpose synonym		knowing the purpose of the text knowing the synonym of certain word
	detail information comprehending text		finding the detail information what the text is about
Simple Present Comparison between Descriptive and report texts	simple present main idea	Features Understand ing	language feature distinguishin descriptive and report texts

Experts Validation

To know the quality of the product, its appropriateness, applicability, usefulness, effectiveness, efficiency, and its attractiveness, it is important to validate it. The expert validated the developed materials from the aspect of goal and approaches, skills, language content, type of activities, design and organization. The expert in this research was an English Teacher or Deputy head of high school curriculum affairs and Education of MAN 2 Malang. She experiences in training English teachers and teaching English for many years.

There were some aspects to be judgment; those were the content, genres aspect such as social functions, generic structures, language features, and general elements of the developed material.

In this case, the draft of the English material was given to the expert to be validated. During the validation process, the expert evaluated and gave comments and

suggestions of the developed materials. The first expert, suggested that the book used as a companion for the main book was good enough, but the book needed to be summarized again so it was not too thick. This needs to be done to avoid students' boredom in reading it. The second expert suggested that it was necessary to add other examples of the text. Based on the opinions of the two experts; the content presented was almost complete, the tenses presented support descriptive and report text, the genres presented in the book can help students to recognize the kinds of text, especially descriptive and report texts, the parts of speech presented in the book help the students understand and translate the content contained in the reading text, students who have basic knowledge of English make it easier for them to understand reading text, this book is quite suitable for the current condition of the ten grade students, this book can help students accompany the main books available to increase the value of national examinations

The first Revision

At the revision, the researcher revised the developed material in accordance with the feedback from the expert. All data was compiled and analyzed. These will help the researcher to determine the choices of Higher Order Thinking Skill (HOTS) questions, instructions, content, genres of text, communicative purpose, generic structure, language features, and general aspect of the developed material. Furthermore, the researcher also summarizes the product so that the resulted book is simpler, so students are not lazy to read because of the thick book.

Material Mapping

This step provides information about how to map content into material. The researcher write basic knowledge needed by students. This is based on what students need related to what students will learn. It also consists of how many units will be written by the researcher and also systematics of unit also needs to be considered.

Table 3 Material Mapping

Unit and Topic	Function Area	English Skill Focus	Competence
Descriptive Text	topic	Reading	determining the topic
	main idea		determining the main idea of certain paragraph
	communicative purpose		knowing the purpose of the text
	synonym		knowing the synonym of certain word
	detail information		finding the detail information
comprehending text	what the text is about		
Report Text	topic	Reading	determining the topic
	main idea		determining the main idea of certain paragraph
	communicative purpose		knowing the purpose of the text

	synonym		knowing the synonym of certain word
	detail information		finding the detail information
	comprehending text		what the text is about
Comparison between Descriptive and report textss	main idea	Understanding	distinguishin descriptive and report textss
Tenses	simple present	Features	language feature

The product of Try Out

The try out is used to determine the suitability, usability, effectiveness, efficiency and attractiveness of products to users.

The try out was conducted at MA Khairuddin Gondanglegi - Malang and the try out subjects were tenth grade students. Before conducting the try out, the researcher conducted a pre-test to determine the students' initial conditions about the two types of text studied. Furthermore, during the try out, researcher used questionnaires, documentation and discussion to find out the real conditions of the students when they used instructional materials developed. Students are asked to deal with language, assignments or activities and design of teaching materials.

The Result of Product Try-Out

After the two experts approved the result of the book revision, next, the researcher made some copies of printed book and shared it to the tenth grade students of MA Khairuddin. After all students received the copy of the book, the researcher suggested them to read and learn the materials written on the book at home. On the next day, after all students read and learnt the book given, the researcher asked the students to answer some questions. The questions given to the students are used as the try-out media. Then, the researcher conducted try-out. The researcher wanted to know the effectiveness of the book used as the supplementary reading material to the students' need of developing their reading ability. The researcher conducted the try-out to the X MIPA 1 grade of MA Khairuddin Gondanglegi on Saturday, April 27th 2019.

Practically, by looking at the results of a try out, the results of the try out analysis with the number of questions 10 questions with the form yes-no questions, it is known that 100 percents of the students can understand the discussion of descriptive and report textss written on the book. All the students can also differentiate all of the types of the text, communicative pupose, generic structure, and language features of the texts. Then, 24 of 25 students think that the language used in the book is considered easy to understand. They told the researcher that they could understand both descriptive and report texts because of the use of language in the book.

In terms of instructional appropriateness, 23 of 25 students agree that every instuction stated on the book can be understood well. They can also answer the questions given in every topic of the book. Then, 22 of 25 students of the tenth grade of MA Khairuddin Gondanglegi Malang like every activity suggested in the book.

In conclusion, seeing the results of try-out, the researcher can conclude that this supplementary book is appropriate, useful and effective to support students' understanding of types of genre, especially, descriptive and report texts. After learning both materials written on the book, the students can understand the communicative purpose of the texts, the main idea of the text, the generic structure, the social function and language features of descriptive and report texts. As the result, the students can have better reading comprehension.

The Second Revision

When the researcher finished designing the material development, the researcher continued to the next step of the research. The researcher needed to validate the result of the book designing to the experts that have been chosen. It validation is considered as the important step of this research because in this step, the experts can know the weakness of the contents of the book. In the process of validation, the researcher got some advice and comments from the expert so they helped the researcher to know the quality of the contents, design and the language used in the book.

There were two experts validating the result of the book. The first expert is H.A. In validating the book, he told that the book written by the researcher had a good content. The contents of the book are presented very well both topically and functionally. Then, he also argued that the language used in that book was very good and it can be used as an additional book to help the students understand the related materials. In the other comment, he suggested; the first, that the book needs to be made the table of contents, the second, the cover of the book must be interesting, and the third, the book was actually needed to be shortened because it was too thick. It is needed to avoid the students' boredom.

Still in the process of validating the book, C.S as the second expert also thought that the contents of the book was good enough. Then, the instructional design used in that book is considered very clear. Moreover, in term of language used in that book, she argued that the language was very easy to understand. In the further comment, she suggested that there are some difficult words for students, and also it was necessary to add other examples of the text to make the students easier to understand both descriptive and report texts. For the further information about the result of expert validation, please see Table 4.2 and 4.3

Table 4 Suggestions from expert 1

No	Before Being Revised	After Being Revised
1	The book does not have a table of contents.	The book has already had a table of contents.
2	The cover of the book must be interesting.	The book has already had an interesting cover.
3	The book is too thick.	The book has been summarized.

Table 5 Suggestions from expert 2

No	Before Being Revised	After Being Revised
1	There are some difficult words for students.	The language is easily understood by students
2	The book needs to add other examples of the descriptive and report textss	The book has already had some examples of text and the hots questions

The Final Product

Based on the tryo-out result, the draft of the product was revised for the second time. It becomes the last revision that the researcher designed to get better final product English reading material development for the tenth graders of MA Khairuddin.

RESULT OF DEVELOPMENT

Need Analysis

To get as much as information, the researcher tried to find the data needed. First, the researcher got the data collected from the students in form of questionnaire. Secondly, the researcher got the data collected from the English teacher of MA Khairuddin Gondanglegi especially for tenth grade. The researcher also got the data from the teacher who handles about curriculum at the school to know the application of the new curriculum and its need. Before collecting the data from the students and the teachers, the researcher also got the data from the structure of curriculum 2013 to know the basic competences that should be mastered by the students of tenth grade particularly for reading skill.

The Data Collected from the Structure of Curriculum 2013

The result of data collected from the structure of curriculum 2013 deals with the materials of reading.

Researcher learned about standard competences for tenth graders and used it to arrange a book map as the basic of developing the material on this research, particularly in reading material that should be mastered by the students.

The Students' Need

The Data taken from students deals with some of the information needed to develop material. The researcher designed a questionnaire to get information from students to find out about English in their perceptions and to solve their problems in reading skills. The questionnaire was distributed to 25 students from 85 tenth grade students. The researcher chooses respondents in class X MIPA 1. Questions include several criteria, such as: student difficulties in understanding rerading, understanding of reding text, tenses used in reading text, distinguishing one type of text from another text, knowledge of text types, knowledge of characteristics language, social function, vocabulary mastery, use of learning media, and mastery of hots questions.

From the data collected in the questionnaire, the researcher found that almost all students found difficulties in understanding reading comprehension. They have difficulty in understanding reading comprehension because most of them do not have basic knowledge of English. Thus, they are confused in understanding, translating, and they always depend on the dictionary. Moreover, in translating a text, the students do not understand the context.

Focusing on the results of the questionnaire, the researcher found; first, 9 of 25 students had difficulty in understanding the reading text. Second, it was found that 15 of 25 students agreed to learn the tenses used in reading text before discussing reading comprehension. Thirdly, It was found that 19 of 25 students agreed that by grouping the same type of text, it would be much easier to find the similarities and differences between the two texts. Fourth, 14 of 25 students agreed that it would be easier to know the type of text by identifying generic structures and language features. Fifth, 11 of 25 students agreed that they needed terms in linguistics to understand the language features of a particular text. Sixth, 15 of 25 students agreed that knowing the type of text will be easier to determine the social function or purpose of the text. Seventh, the researcher found that 14 of 25 students felt that they did not know much about the vocabulary in the main book. Eighth, it was found that 15 of 25 students agreed that the use of media is very helpful in understanding reading text. Ninth, 13 of 25 students agreed that it was necessary to train themselves with questions about Higher Order Thinking Skill (HOTS).

The Teacher's Need

The researcher also conducted the interview to the English teachers. The interview was conducted in order to get the information from teacher's point of view. From the result of the interview, it was found most of students in tenth grade of MA Khairuddin Gondanglegi are interested in learning English although they actually have some difficulties in learning English.

For the reading skill, the teacher said that the students will be interested in reading the text if the topics are interesting. However, the existing topics in the book are not interesting yet for them. It is because the students have never read or known the topic yet. In addition, the vocabularies in the text are too high or difficult to understand. Therefore, the teacher sometimes should find other sources for the text that will be taught to the students.

The teacher also found some difficulties in teaching English particularly for reading because some of the students do not have self-awareness to learn by themselves, they always wait for the teacher. The students also have lack of vocabularies mastery. Therefore, the teacher always reminds the students to learn for the next meeting and asks them to find the difficult word in the text before studying the text. According to the teacher, mastery of basic knowledge is the most marvelous thing that students need to have. In this case the teacher needs to provide matriculation or basic knowledge to students before studying the main book provided at school.

Focusing on developing the book or creating a supporting book or companion for the main book, the teacher supports and approves it. The teacher also advises the researcher to develop or create books that can build basic knowledge of English students so that they will quickly understand English materials easily. Moreover, most students who have basic knowledge of English get much better national exam scores.

The Result of Developing Material

The result of analysis of the needs of both students and teachers, researcher decided to develop reading supplementary materials or supporting books that focusing on building the basic knowledge of genre of the text especially descriptive and report texts. The design of this material is developed to focus on recognizing genres of text by identifying generic structure, language features, social functions, usage of tenses, parts of speech, etc. which are developed based on the syllabus of curriculum 2013 for tenth graders of Madrasah Aliyah Khairuddin especially for basic competencies that must be mastered.

Final Product

To know more about the lack and the applicability of material developed, the researcher needs to apply the product to the students, so the researcher conducted the try out. The copy of books was prepared to be given to the students and they were asked to learn the book at home. For the next day, the researcher conducted the try-out to one class of the tenth grade students in MA Khairuddin Gondanglegi on April 30th, 2019.

From the result of the try out, the researcher found that the book was appropriate to the students. The students were interested in reading the text. The students can understand the main idea of the text delivered in the book easily. The students can also understand the difference of the text genres. In addition, the students can differentiate between the descriptive text and report text. This is evidenced by the value they achieved on average 91.2. This is very different from the first time the researcher carried out a pre-test for the same class, the students only got an average score of 48.00.

CONCLUSION AND SUGGESTION

Conclusion

The unavailability of the needed explanation and information about genres of the texts becomes the main problem for the students and teachers. The main handbook used by the teacher and the students does not give clear information about genre of the texts so the students get difficulties in understanding reading materials especially descriptive and report texts. The existing book especially for the reading text is considered too difficult for the students and it makes the students are not interested in reading the text. The material developed in this research was a supplementary materials focused on reading skills for the first grade students at MA Khairuddin Gondanglegi to supplement the existing materials used by teachers and students.

This research involves research and development. It was started by obtaining information, need analysis, developing instructional materials, expert validation,

revision and the submitted product. The submitted product of the research is the students' book for which items are arranged according to the topics selected based on students basic competence in curriculum 2013. The topics in this material are about reading text where the topics selected are genres of the texts.

The developed materials consist of two chapters and each chapter delivers reading text namely descriptive and report texts. In designing the materials, the researcher took a big consideration of the teachers' and students' need of understanding communicative aim of texts, generic structures of texts, and language features.

Finally, the book is considered eligible because it is in line with basic competence in curriculum 2013. The supplementary book is considered very effective, useful and very efficient for both teachers and students. However, the supplementary material developed in this research has weakness because it was only for first grade students at Senior High School. It should be for all grades, as we know that the new curriculum 2013 will be applied soon and the book which is in line with the curriculum and the students' need has not been available yet.

Suggestion

There are some suggestions for those who want to use the material developed in this research and for further researcher who wants to do a similar research. For the teachers

- 1) The teacher can use this material to solve the students' problem in teaching and learning process especially for reading skill.
- 2) The teacher can use this material as an alternative or supplementary book for the existing book. The teacher can also combine with other sources in order that the students get more knowledge.
- 3) It is suggested that the teachers should be more creative in selecting the material for the students and also in applying the activities for the students.

For further researcher This research is only focus on reading skill and for first grade, therefore I suggest for those who want to conduct the similar research as follows:

- 1) It is suggested to conduct the same research for all grades of Senior High School and for all of English skills.
- 2) In developing the product, make sure that the product is based on the students' need and their level of English mastery.

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