



## Developing a Model of Supplementary English Materials Based on Local Content

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### Abstract

This research was intended to develop a model of supplementary English materials based on local content for the eighth-grade students of SMP Negeri 9 Palangka Raya in the second semester. In this research, the researcher adapted the development model proposed by Sugiyono (2013:298) with the following steps: need assessment, data analysis, and reference of the research, development of a model of supplementary English materials, expert validation, revision, try-out of the model, revision, and final product. The instruments used in this research consisted of questionnaire, interview, and observation. The data obtained were analyzed and described qualitatively. The final product of this research was a model of supplementary English materials based on local content. The materials were divided into three units. The first unit was about descriptive text, particularly about describing things which included traditional musical instruments and weapons from Central Kalimantan. The second unit was about recount text, particularly about retelling experience in visiting tourism places in Central Kalimantan, especially Palangka Raya. The third unit was about narrative text, particularly about fables from Central Kalimantan.

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## INTRODUCTION

In Indonesia English is considered as a foreign language. English is taught in almost all levels of school until universities. Teaching English is not an easy job for teachers. Teachers need to consider several important components to accomplish the goal of teaching-learning process. One of those components is materials. Materials are defined as anything which can be used in the language learning, including textbooks, videos, games, graded readers, flashcards, websites, and mobile phone interactions (Tomlinson, 2012:143-144). Among those mentioned previously, textbook is considered to play an important role in

teaching-learning process of English.

Some previous researchers revealed English teachers' perceptions toward the use of textbooks in teaching-learning process. Srakang & Jansem (2012) revealed that the pro-textbook English teachers believed that without textbooks the teaching-learning process could not be conducted effectively. Some English teachers stated that textbooks should go hand in hand with supplementary materials to serve students' need. In contrast, the anti-textbook English teachers believed that the use of textbooks was only wasting time. The English teachers also reflected on direct and indirect problems which influenced the use of textbooks. Moreover, Ramazani (2013) revealed that teachers' perceptions toward the role of English textbook in teaching-learning process were related to the factors which existed within and beyond the English classroom. Among all of the factors identified, the factors related to the institution and classroom tended to have a greater influence in the way teachers used textbooks. Teachers referred to the demands of meeting the stipulated pass rate in English examinations and the cognitive weakness and behavioral problems of the students. Furthermore, Vanha (2017) revealed that while English textbooks continued to play a significant role in the teaching-learning process of English, teachers also acknowledged their inhibiting or restricting factors. Varyingly, the teachers used English textbooks either as the starting point of their teaching or only as a helpful tool, but not as the center point of their teaching.

According to Richards (2001:1-2), the positive effects of using textbooks in teaching-learning process are: 1) They give a systematically planned and developed structure and syllabus; 2) They make standardize instruction easier; 3) They keep quality; 4) They give various learning sources; 5) They are efficient; 6) They can give effective models and input of language; 7) They can train teachers; and 8) They are visually attractive. However, textbooks also have the negative effects in teaching-learning process. Those negative effects are: 1) They may include inauthentic language; 2) They may distort content; 3) They may not reflect students' needs; 4) They can reduce teachers' skills; and 5) They are expensive to buy. In order to deal with the negative effects of using textbooks in teaching-learning process, it is necessary to develop supplementary materials. Supplementary materials are other materials used in addition to the textbook (Spratt et al., 2011:161). To prepare the supplementary materials for teaching-

learning process, materials development is conducted. Materials development is defined as all processes made used by the practitioners to produce or use materials for the learning of language, including materials evaluation, adaptation, design, production, exploitation, and research. Ideally, all of those processes should be considered and should interact in the development of materials (Tomlinson, 2012:13).

In the middle of 2013, the Indonesian government, through the Ministry of Education and Culture issued a new curriculum to replace the School-Based Curriculum or KTSP. The curriculum is called 2013 Curriculum. 2013 Curriculum is, in some ways, different from the previous curriculum. One of the significant differences is that 2013 Curriculum uses the Scientific Approach as the basis in teaching-learning process. According to the Ministry of Education and Culture in regulation No. 58 Year 2014 about learning process in 2013 Curriculum, 2013 Curriculum uses Scientific Approach which is done in five steps. Those steps are observing, questioning, collecting information, associating, and communicating.

One of the demands of 2013 Curriculum is that all of the schools in Indonesia, including junior high schools, use textbooks provided by the government in teaching-learning process, including the teaching-learning process of English. Another demand of 2013 curriculum is the integration of local content in teaching-learning process. The Ministry of Education and Culture in regulation No. 79 Year 2014 stated that the integration of local content in teaching-learning process is to make students: a) know and love natural, social, cultural, and spiritual environment in their region; b) preserve and develop excellence and wisdom of their region which are useful for themselves and their environment in order to support national development. Based on the previous statements, it can be known that 2013 curriculum demands English teachers to not only use the English textbooks provided by the government but also to integrate local content in teaching-learning process. One of the ways to integrate local content in teaching-learning process of English is by developing supplementary English materials based on local content for students.

The previous researchers had conducted researches on developing English materials based on local content for EFL students. Manurung (2009) integrated local content into materials development in developing autonomous and joyful EFL instructional materials. The product of his research was autonomous and joyful

EFL instructional materials for junior high school in Central Sulawesi in the form of modules which could be studied individually or in groups. The result of his research showed that the students were motivated to study English autonomously by using the developed materials. The students' ability to talk about their local environment in English was improved. Moreover, Sariati (2017) developed English reading materials based on local content for grade ten students of SMAN 2 Tanjungbalai, North Sumatra. The final product of her research was English reading materials based on local content which consisted of three genres. Each genre consisted of two texts completed with the tasks and exercises. The result of her research showed that the developed reading materials could make students easier and more interested in learning English.

Based on preliminary observation in one class of the Eighth-grade of SMP Negeri 9 Palangka Raya, it was shown that the supplementary English materials based on local content were not used by the English teacher in teaching-learning process. The teacher merely focused on teaching students by using the English textbook provided by the government entitled "When English Rings a Bell" in teaching-learning process. Furthermore, based on the result of interview with some students at the eighth-grade of SMP Negeri 9 Palangka Raya, it was shown that the students needed the supplementary materials in learning English. They stated that the current English textbook was good. There were many colorful pictures found in the textbook. However, it was quite boring for them to learn English from the same English textbook in every meeting. They needed something different and interesting for them in learning English.

Concerning the problem above, the researcher aimed to develop the appropriate model of supplementary English materials based on local content for the eighth-grade students of SMP Negeri 9 Palangka Raya.

## **THEORETICAL FRAMEWORK**

### **a. Materials**

Materials are considered as one of the important components to accomplish the goal of teaching-learning process. Tomlinson (2012: 143–144) defined materials as anything which can be used in the language learning, including textbooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions. It is supported by Limberg (2016:2) who explained that

exposure towards a foreign language in the classroom is created through the variety of input sources, ranging from the participants themselves (such as teacher talk and classroom discourse) to the use of audio-visual devices (such as CDs, DVDs, and internet), and also printed materials (such as textbooks, workbooks, and activity books).

b. Supplementary Materials

Supplementary materials are other materials used in addition to the textbook. The supplementary materials are selected first by recognizing that it is necessary to have something different from the material in the textbook and then by knowing where to find the most appropriate kinds of material. Some reasons of applying supplementary materials in teaching learning process are: (a) to replace unsuitable materials in the textbook; (b) to provide materials missing from the textbook; (c) to provide suitable materials for students' particular needs and interests; (d) to give extra language or skills practice; and (e) to add variety to teaching (Spratt et al., 2011:161).

c. Materials Development

Materials Development is defined as all processes made used by the practitioners to produce or use materials for the learning of language, including materials evaluation, adaptation, design, production, exploitation, and research. At present, materials development is not only undertaken by the practitioners but also as a field of academic study. As a practical activity, it involves the processes of production, evaluation, and adaptation of the materials. As a field, it investigates the principles and procedures of the design, writing, implementation, evaluation, and analysis of the materials (Tomlinson, 2012:13).

There are some varieties of models in developing materials using Research and Development (R&D), the models basically have the same goal but different in procedures, depending on some factors such as the educational system, the condition of the teacher and students, the learning situation, and so forth. One of those models is Sugiyono's development model. The steps of Sugiyono's development model are: 1) Potency and Problem, 2) Data Collection, 3) Design of the Product, 4) Validation of the Design, 5) Revision of the Design, 6) Try-Out of the Product, and 7) Revision of the Product, 8) Try-Out of the Product, 9) Revision of the Product, and 10) Mass Production (Sugiyono, 2013:298).

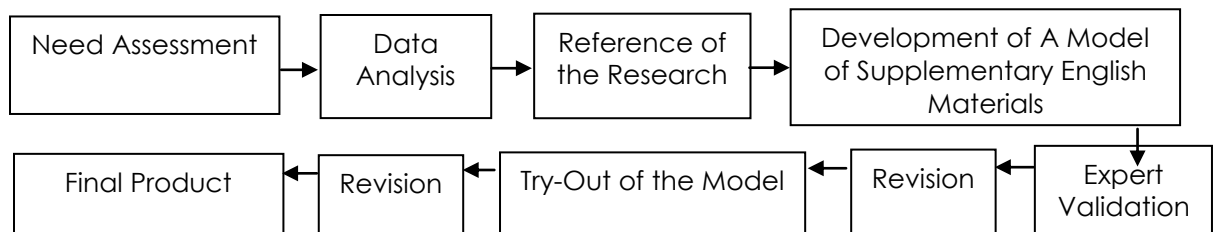
d. Local Content

One of the demands of 2013 Curriculum is the integration of local content in teaching-learning process. The Ministry of Education and Culture in regulation No. 79 Year 2014 stated that the integration of local content in teaching-learning process is to make students: a) know and love natural, social, cultural, and spiritual environment in their region; b) preserve and develop excellence and wisdom of their region which are useful for themselves and their environment in order to support national development (PERMENDIKBUD, 2014).

**RESEARCH METHODOLOGY**

Research and development (R&D) was considered appropriate to be used in this research. Borg and Gall (1989:772) stated that Educational Research Development is a research used to develop and validate educational product. Furthermore, Latief (2016:186) explained that Educational Research and Development is a research used to develop educational products, such as curriculum, syllabus, textbooks, instructional media, modules, assessment instruments, and so forth. In this research, the researcher adapted the development model proposed by Sugiyono (2013:298).

**Figure 1.** The procedure of the research



Need assessment was conducted to gather data about students' need toward the model of supplementary English materials. It was conducted by distributing questionnaire to 34 students at the eighth-grade. The questionnaire consisted of 9 questions related to materials design, topics, skills, and exercises. Then, the researcher interviewed the English teacher at the eighth-grade. The questions in the interview were related to the teacher's perception toward the current textbook and teacher's need toward the developed model of supplementary materials. The result of questionnaire and interview in need assessment was used as the basis in developing a model of supplementary English materials based on local content.

In data analysis, the researcher analyzed the materials as the primary data

to be the basis of developing a model of supplementary English materials based on local content. All the data gathered from the result of questionnaire and interview were also analyzed and described qualitatively to develop a model of supplementary English materials based on local content.

Reference of the research was done by exploring some theories about materials development and related research as the basis of the development. It was done to develop the qualified model of supplementary English materials based on local content to be used in teaching-learning process.

In development of a model of supplementary English materials, the researcher developed a model of supplementary English materials based on local content in the second semester of the eighth-grade as the data gathered in need assessment.

In expert validation, the researcher needed help from the experts to evaluate the good points and weaknesses of the developed materials in order to know whether or not it had fulfilled the required criteria that had been set for the purpose of this research. The experts were also asked to give their suggestions for the developed materials. The researcher distributed questionnaire to two experts. The first expert was the English lecturer of University of Palangka Raya who was considered as an expert in materials development. The second expert was the English teacher at the eighth grade of SMP Negeri 2 Palangka Raya who was experienced in teaching English for more than seven years. The aspects validated were physical appearance, organization of materials, instructional objectives, topics, grammar review, examples, exercises, instructions, coverage of materials, content of materials, and language of materials.

The revision was done when the data from expert validation indicated that the model of supplementary English materials based on local content did not fulfill the criteria reflected in the purpose of the research.

In try-out of the model, the researcher applied the draft of materials in teaching-learning process, while the English teacher observed the phenomena happened and noted down each relevant event. In addition, the English teacher as the observer filled out the observation sheet to evaluate the implementation of scientific approach and the use of material in teaching-learning process. The observer also gave comment and suggestion about the material used. The result of the observation was then used as the basis of revision.

The second revision was done after the model of supplementary English materials had been tried out in teaching-learning process. All the data gathered from the try-out were used as the basis of revision.

Final product was the last step. At this step, after the model of supplementary English materials based on local content had been revised and tried out, there were revision and evaluation made toward it. All of the data gathered during the expert validation and revision were used as the basis to complete the final product of the materials.

## **DISCUSSION**

Based on the results of data analysis conducted in this research, then the following results were obtained:

### **The Result of Questionnaire about the Students' Need toward A Model of Supplementary English Materials**

The result of questionnaire was tabulated by using percentage. The percentage was converted into qualitative data as follows: 100% (all), 90-99% (most of), 80-89% (a lot of), 50-79% (many), 30-49% (some), 1-29% (few), 0% (none). The result of questionnaire was as follows:

Concerning materials design, all students (100%) stated that the design of supplementary materials should be interesting. For the forms of illustration, all students (100%) preferred two choices. They were colorful pictures and colorful photos. Moreover, all students (100%) stated that the pictures or photos in the supplementary materials could help them to comprehend the explanation and the exercises given. Regarding the topics of supplementary materials, all students (100%) stated that the topics of materials should be interesting. Furthermore, all students (100%) stated that the topics of supplementary materials based on local content would be interesting for them.

Concerning the skills in English learning, many students (76.47%) demanded English skills to be taught in an integrated way. Meanwhile, only few students (23.53%) demanded English skills to be taught separately.

Regarding the exercises, all students (100%) claimed that they need various exercises in learning English. Moreover, a lot of students (88.24%) demanded the exercises to be done individually, a lot of students (82.35%) demanded the exercises to be done in groups, and only some students (32.35%) demanded the



exercises to be done in pairs. Concerning the forms of exercises, various answers arose. Most of students (91.18%) preferred multiple choice items, few students (26.47%) preferred essay, few students (20.59%) preferred fill in the blank items, few students (11.76%) preferred matching items, and a lot of students (88.24%) preferred true/false items.

### **The Result of Interview to the Teacher about the Students' Need and Teacher's Need toward A Model of Supplementary English Materials**

The interview was done to the English teacher at the eighth-grade to gather information about the students' need and teacher's need toward a model of supplementary English materials. The result of the interview was as follows:

Concerning the topics of the current textbook, the teacher stated that the topics of the current textbook were interesting for the students. The topics of the current textbook were also various.

Regarding the instructions used in the current textbook, the teacher stated that the instructions were clear for students. However, the students still needed the explanation from the teacher about the instructions used in the textbook.

Discussing about the overall presentation of the current textbook, the teacher stated that the current textbook was organized attractively. It was also well-organized since it was appropriate with curriculum and syllabus.

Concerning the implementation of scientific approach in the current textbook, the teacher stated that not all of the steps of scientific approach in it were easy to do by all of the students.

The following discussion was about the difficulty level of language used in the current textbook. The teacher stated that the current textbook was neither too easy nor too difficult for the students.

Regarding the use of pictures or photos in the materials, the teacher stated that the pictures or photos in the materials were good for the students. The pictures or photos could make students become more interested in learning the materials and helped them to comprehend the materials. The students liked pictures or photos found in the materials.

The next discussion was about the types of exercises needed by the students in teaching-learning process. The teacher stated that fill in the blanks, essay, and multiple-choice items were commonly used in teaching-learning process.

Regarding the supplementary development based on local content, the

teacher stated that the materials based on local content were good for students.

The next discussion was about the teacher's experience in developing English supplementary materials. The teacher explained that she had ever developed supplementary English materials in the past, for example, the materials for teaching nouns, adjectives, verbs, and words arrangement. However, at present, she was not able to develop the supplementary materials for the students. She explained that as a teacher, she taught 24 hours a week. There were many classes that she had to teach. Therefore, she had no time and energy for developing supplementary materials at present.

The last discussion was about the teacher's need toward a model of supplementary English materials. The teacher stated that she needed a model of supplementary English materials based on local content. It would be interesting for students since they were encouraged to learn the materials related to their environment.

### **Selection of the First Draft of the Materials**

Considering the data collected from need assessment, the first draft of the supplementary materials was developed. The draft was developed based on local content as stated in 2013 curriculum. In developing the materials, the researcher focused on three genre types found in the second semester of the eighth-grade, namely descriptive text, recount text, and narrative text. Thus, the model of supplementary materials was divided into three units. The first unit was about descriptive text, particularly about describing things which included traditional musical instruments and weapons from Central Kalimantan. The second unit was about recount text, particularly about retelling experience in visiting tourism places in Central Kalimantan, especially Palangka Raya. The third unit was about narrative text, particularly about fables from Central Kalimantan. The first draft of materials was developed based on the result of questionnaire and interview in need assessment.

### **The Result of Expert Validation**

The result of expert validation showed some good points and weaknesses of the materials.

### **The Good Points**

The first point emerged from the physical appearance aspect of the materials. Both experts evaluated that the use of letter is clear, appropriate,

consistent, and readable. The typing of the draft was clear, neat, and regular. Besides, the spacing is appropriate and consistent. Furthermore, the layout was clear and attractive for the students.

The second point was the evaluation of organization of the materials. Both experts evaluated that the materials were organized in logically ordered tasks. Moreover, the organization of materials in the form of units and sections was appropriate. The materials contained scientific approach. The organization of activities in scientific approach was orderly (Observing, Questioning, Collecting Information, Associating, and Communicating). In addition, each unit had warming-up activity.

The third point evaluated was instructional objective of the materials. Both experts stated that the instructional objective was stated clearly. It was aimed to instill the character values. Moreover, it covered Core Competence. It was also aimed to instill the spiritual, knowledge, and skill.

The fourth point was the topics of the materials. Both experts agreed that all topics were appropriate with the students' need and interest. The topics were relevant to the students' subject that would be learned. Moreover, the topics were various and up-to-date. In addition, the topics contained character values. Furthermore, the topics were related to the local content.

The fifth point dealt with grammar review of the materials. Both experts agreed that the grammar review was relevant to the students' need and appropriate with the given context.

The sixth point was the examples used in the materials. According to both experts, the examples used in the materials were clear and appropriate.

The seventh point was the exercises used in the materials. Both experts stated that the exercises were appropriate with the given context and also communicative. In addition, the exercises could be done by the students. Moreover, the exercises integrated the students' knowledge about the topics and the language they learned. The exercises also instilled the character values in the learning process.

The eighth point was the instructions given in the materials. The result of validation from both experts showed that the instructions given were clear and appropriate. The instructions also could be understood by the students. Moreover, the instructions contained the character values to be internalized through learning

process. Furthermore, the instructions offered the students to apply scientific approach.

The ninth point was the coverage of the materials. The result of expert validation from both experts showed that the coverage of materials was relevant to the students' need and interest. The coverage of materials was also suitable to the students. Moreover, the coverage of materials represented the aspects of language skills, the character values, and the syllabus.

The tenth point was the content of the materials. The result of validation from both experts pointed out that the content was clear and appropriate. The content was also logically ordered. In addition, the content related directly to the objectives of the instruction. The content also could be understood by the students. Moreover, the content contained the character values. Furthermore, the content of the materials applied scientific approach.

The last point was the language used in the materials. Both experts stated that the language was suitable to the students' level. The language also could be understood by the students. In addition, the language used in the developed materials became a model of the correct and meaningful grammatical structures.

### **The Weaknesses**

The first weakness identified was connected to the cover design. Both experts stated that the cover design should be attractive to the students. The first expert suggested making bigger figures in order to make the cover design of the materials more attractive. The second weakness was the organization of the materials. The first expert stated that the materials should be organized attractively. The expert suggested that colorful design would be more appropriate to be presented in the organization of the materials. The third weakness was the grammar review of the materials. The first expert stated that the grammar review should be representative of the underlying grammar rules. In this point, the grammar rules should be discussed with the teacher's guidance. The last weakness was the examples used in the materials. The first expert stated that the examples used in the materials should define concepts clearly and adequately. In this point, the concepts should be based on the indicators of achieved competences.

### **The Result of Try-Out**

The draft of supplementary English materials was tried out to Class VIII F which consisted of 34 students. The try out was accomplished in six meetings. Each

unit was tried out in two meetings. In the process of try out, the researcher applied the materials in teaching-learning process, while the English teacher observed the phenomena happened and noted down each relevant event. In addition, the English teacher as the observer filled out the observation sheet to evaluate the implementation of scientific approach and the use of material in teaching-learning process. The observer also gave comment and suggestion about the materials used in teaching-learning process. The result of the observation was then used as the basis of revision.

### **The Result of Observation**

During the try-out, the English teacher observed and gave comment on the model of supplementary English materials based on local content used in teaching-learning process. The result of the observation showed that all steps of scientific approach had been well implemented. Starting from observing, questioning, collecting information, associating, and then communicating, they were done with activities which were appropriate with the steps. The materials also promoted local content. In addition, the materials were suitable with students' level. The materials also could make students active in teaching-learning process. Furthermore, the materials were interesting for students. The observer also commented that the overall materials were good to be implemented in teaching-learning process.

### **Final Product**

The final product was in the form of a model of supplementary English materials based on local content for teaching three genre types found in the second semester of the eighth-grade, namely descriptive text, recount text, and narrative text. The materials were divided into three units. The first unit was about descriptive text, particularly about describing things which included traditional musical instruments and weapons from Central Kalimantan. The second unit was about recount text, particularly about retelling experience in visiting tourism places in Central Kalimantan, especially Palangka Raya. The third unit was about narrative text, particularly about fables from Central Kalimantan.

### **CONCLUSION AND SUGGESTION**

Based on the analysis of the research results, it could be concluded as follows. First, the developed model of supplementary English materials was

appropriate for teaching descriptive text, recount text, and narrative text to eighth-grade students at SMP Negeri 9 Palangka Raya. Second, the developed model of supplementary English materials was appropriate with students' need. Last, the developed model of supplementary materials was in line with the demand of local content stated in 2013 Curriculum. Therefore, it is suggested the English teachers who teach at the eighth-grade of SMP Negeri 9 Palangka Raya to use the developed materials in teaching-learning process.

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