

**DESIGNING ENGLISH KINESTHETIC SUPPLEMENTARY  
BOOK FOR MADRASAH ALIYAH STUDENTS GRADE 10**

**THESIS**

**BY**

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## ABSTRACT

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**Keywords:** Designing, Kinesthetic, Complementary, Madrasah Aliyah Students.

This study is intended to design an English supplementary material based on kinesthetic learning style, using Research and Development method (R&D). This study carried out 30 subjects of the research, students Social program grade 10 of Madrasah Aliyah Ma'arif NU Blitar, academic year of 2020/2021. All the subject of this research was female students.

The model of research was adopted from Borg & Gall (2003), which contains several steps; the first was distributing need analysis questionnaire and learning style questionnaire, to find the student's target needs and learning needs. The second was developing materials, then, it was validated by material expert. The following stage was trying out the product to the students. The last step was revision, and conducting last try out.

The product of this study is an English complementary book, consist of six chapters. The product is equipped with several physical activities to boost student's learning motivation. The overall activity is encouraging students to be more active during class activities, since they have more suitable learning process as their personal preference. Moreover, the product is also equipped with several assignments. The tasks have to be done individually, paired, and in small group.

The result of the analyzing was served in two types. The first is quantitative result obtained from several student's questionnaires about supplementary material, learning style, and product design. The second result is in the form of qualitative obtained from interview with the teacher. Here is the final result of material evaluation; the content of book, the appropriateness, the authentically, the design, and the tasks are overall "good". The result of try out 1 and try out 2 was showed a significant progress.

However, kinesthetic supplementary book can support the student's interest in learning English. This research suggest to the English teachers, students, and the future researchers. The English teachers can be more motivated to consider a better way in teaching English based on student's personal learning preference. The theoretical implication lies to the fact the important point in facilitating students with kinesthetic supplementary book. Thus, related to practical implication, English kinesthetic supplementary book can be an alternative strategy in teaching and learning process.

## **CHAPTER I**

### **INTRODUCTION**

This study attempts to find an analysis of the kinesthetic learning style in Senior High School. In this chapter, background of study, objective of the study, significances of the study, and definition of key term, are presented in order to make a clear understanding of why this research was carried out.

#### **1.1 Background of the Study**

English Language Teaching (ELT) is given to the students in various grades in Indonesia. Based on curriculum 2013, which is used in many schools under ministry of education and cultural, as well as in under ministry of religion, ELT is conducted from grade 7 to 12. This condition may different at several schools which use another curriculum, like International school that adopts curriculum from another country, or they make their own curriculum. Those schools can implement their own teaching regulation, and it can be different with the government policy.

Students are very unique. They stand by their own character and mind. Each of them has their special thing that it may different with another student. In learning process, each student has their learning style. Tomlinson (2011) defines that learning styles are the ways that particular learner prefer to learn. Several students maybe tend to visual learner, another several students tend to easier with auditory learning, and there are also students who like learning by moving. In K13 students, when they attend a formal class, they usually restricted by any kinds of rule. Actually, the course book from the government and/or publisher often

emphasize at the teaching method only. Using not suitable English materials causes the intake process and the teachers to have bad effects. Some of students are less inspired to learn English.

Problem that found in the field is the material for all students in MAMNU Blitar is only following the national curriculum. It is not facilitate the students to learn with their own learning style. They are forced to learn the learning material and they have to full fill the target of score. The teachers are also can't deliver the material as the students need because they have to obey with the curriculum.

Specific English learning resources need to be created in comparison to the above factors, especially for pupil grade 10 of Madrasah Aliyah. It's very helpful to complement the government's curriculum. Based on the questionnaire that was given by the researcher, the result shows from 30 students there are 13% auditory learner, 40% visual learner, and 47% kinesthetic learner.

Based on this phenomenon, the educator needs to design additional materials, since the final target of learning in Senior High School mostly about final examination, and doesn't put a focus is the process as well. So many books only designed based on national curriculum, which often it doesn't fit with the student's need.

Learning material is important to develop student's comprehension in learning process. In another word, this is one of the essential things in ELT. Tomlinson (2011) states that material could be anything that is intentionally used

to enhance the learner's knowledge and/or experience of the language. Ironically, there were very limited student's textbook related to learning style.

This research becomes urgently needed because there are so many students out there who may have tendency to learn kinesthetically, don't get the facilitation of being taught with what learning they match. Less researcher who conduct in this field, make it so difficult to find any source, book, or even activity guideline for them. Yuliani & Najmiah (2019) argued that teachers didn't teach according to their chosen learning patterns. Students; alternatively, they lecture on the basis of their own academic patterns or instructional styles. The study showed that the spectrum of mismatch between teaching and learning styles would have a significant effect on student's attitudes and enthusiasm towards the subject matter.

This research is slightly different with the previous research. This is more specifically aimed to students in the last age stage of primary, as well as using kinesthetic learning style. It is quite tricky because the author have to adjust with their materials with the proper activities. Moreover, this is very challenging because there were no previous research can be used as comparison in this specific field.

Throughout facts, this research is important for it can help teachers and students to find the most suitable activity in class and teaching style. In more specifically, this research was done in a boarding school, where students usually should act extremely polite, and they also don't have bravery to speak up. The result of the questionnaire can open the stake holder's eyes that there is something

should be changed. They cannot only focus on the curriculum, target score, but also student's need. So, the learning resources based on student's learning preferences is strongly needed to be developed. It is can be a supplementary material to support the government material, to enhance learner's better leaning experience.

Based on the kinesthetic learning style result, Pratama (2019) stated that the best method a kinesthetic learner could use, they would do best in composing answers or paragraphs, role-playing, and testing in their own room. They need to face the test to get it. Knowledge on the page is only important if it sounds practical, genuine and meaningful to them, so they have to do things using their motor sense to get it done.

Besides, according Jamulia (2017) students will learn best in class when they can take part in related activities, students will remember what they learned best when they build something, and students will understand better when the teacher tells the instruction. The last, Amir & Sari (2018) found that developing certain learning media for students who have kinesthetic, auditory and visual learning preference result better in understanding ability.

## **1.2 Statement of Research Problem**

How English kinesthetic supplementary book for grade 10 at MA Ma'arif NU Blitar can be designed?

### **1.3 The objective of the Development**

Generally, this study is intended to design English text book supplementary material based on kinesthetic learning style. The objective of this study focuses on designing English kinesthetic supplementary book that can be used as complement book for student grade 10 at Madrasah Aliyah Ma'arif NU Blitar.

### **1.4 Specification of the Product**

The product is specific in designing kinesthetic learning style supplementary English book.

### **1.5 Scope and Limitation of the Development**

1. This study is limited to first year students science program of MAMNU Blitar, in academic year 2020-2021.
2. The designed material is in the form of supplementary book.

### **1.6 Significances of the Development**

This study is expectantly significant for the entire people who care about English learning process and looking a way to develop student's English supplementary book, especially for some side as follows:

1. The researcher

This research is very important for the writer in order to become her priceless experience in conducting a research and to give her an opportunity to hold better research another day. It is also expected that this research will be useful when she becomes a teacher. Furthermore, she will able to consider and predict students' weaknesses in accordance with learning method and

student's learning style. Finally it will support a successful teaching and learning process in the future.

## 2. The English teacher

Teacher is a scientific resource at the teaching and learning process. By understanding how important the role of learning method and student's learning style for the learner – student – toward English achievement, it is expected that he will be able to solve all of the faced by the students in accordance with learning method and learning style. Furthermore, it will both help the teacher to construct the best teaching and learning activities and also choose the most appropriate teaching method that suitable with the condition of the class to improve the students' English achievement.

## 3. The Students

Students as the main object of the material development research will get many benefits from the process of learning and products. It supposed to help them a lot to their next stage of education.

### **1.7 Definition of Key Term**

In order to avoid misconception of technical terms used in this study, it is important to the writer to provide the definition of each term, as follows;

#### **1. Designing**

It refers to produce a supplementary material book for kinesthetic learner, especially for grade 10 of Madrasah Aliyah.

#### **2. Kinesthetic supplementary material**



It refers to English material focusing on students who tend to learn effectively while moving. The materials are focusing on how teacher encourage student's understanding based on their personal preference.

### **3. Madrasah Aliyah**

This term means an educational unit for learner at age about 16 to 18, under ministry of religion. Madrasah Aliyah is similar with Senior High School.

## **CHAPTER 5**

### **CONCLUSION & RECOMMENDATION**

The goal of this research is to define the target needs and curriculum needs and to create suitable English learning materials for Grade 10 students of Madrasah Aliyah. This chapter discusses the conclusions and on the basis of the results.

#### **5.1 Conclusion**

We simply encourage various stages of self-discovery and self-expression by taking pupils out of their seats. And by allowing students to perceive the program through their bodies, they encourage them to build deeper emotional, behavioral and kinesthetic links with academic subject matter. Kinesthetic activity can be the ultimate form of active learning, from improved learning outcomes to maintaining the interest of students by incorporating an element of fun. Few elements are more appealing for students to put lessons in motion, and build a positive environment in the classroom for both teachers and learners.

From several stages, it can be concluded that the students need an English supplementary book to support their learning better experience. The book should consist of several activities related to kinesthetic activities. English kinesthetic supplementary book should be designed with brief instruction and detail example (it can be body movements, learning media, or pictures).

## **5.2. Recommendation**

The end result of this work is the English supplementary material for Grade 10 in Madrasah Aliyah (MA). The findings of this work are aimed to support the English teacher at Madrasah Aliyah and another same level education, as well as other materials producers.

The author's recommendation is about applying students learning preference book in the class activity. Depends on the findings of the need analysis, pupils choose kinesthetic learning styles that is relevant to their personal style. It is recommended to include a supplementary material beside national curriculum book, to help them more understand. It may be more challenging, since the teachers have to prepare more material to embrace student's need.

For students, this kinesthetic supplementary book can be the additional material for better learning experience. Author's recommendation is about using this book properly. Students can improve the activities inside the book with their encounter, but still, teacher assistance is needed to avoid misconception.

For researcher, this result of research, and the product of supplementary material can be a reference for future research and development.

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