



**DEVELOPING ENGLISH SUPPLEMENTARY MATERIAL FOR THE
FIRST CLASS STUDENTS OF SMA IBRAHIMY WONGSOREJO**

THESIS

BY

NURIL FIRDAUS

NPM 21802073018



**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
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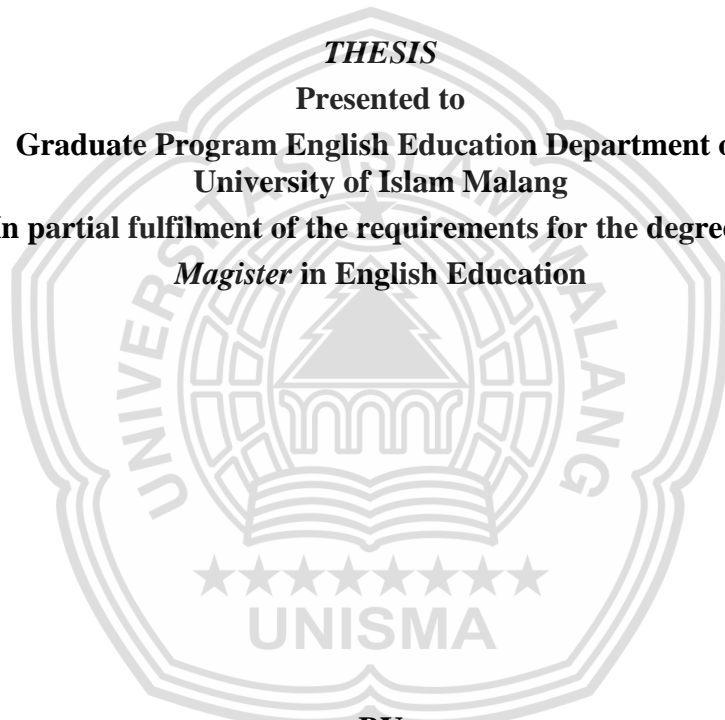
**DEVELOPING ENGLISH SUPPLEMENTARY MATERIAL FOR THE
FIRST CLASS STUDENTS OF SMA IBRAHIMY WONGSOREJO**

THESIS

Presented to

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University of Islam Malang**

**In partial fulfilment of the requirements for the degree of
*Magister in English Education***



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ABSTRACT

Firdaus, Nuril. 2020. *Developing English Supplementary Material for the First Class Students of SMA Ibrahimy Wongsorejo*. Thesis, English Department Graduate Program of Islam Malang. Advisor: Dr. Hj. Mutmainnah Mustofa, M. Pd.

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Since the content in the English book used by the students of SMA Ibrahimy Wongsorejo did not meet all the needs of them, and the teacher often look for references from other learning resources to complete the learning material, furthermore, as the data obtained from the questionnaire, the researcher developed an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo.

The research and development (R&D) design was used by the researcher to develop the supplementary book. The model development in this study described following with the explanation of Latief (2016: 188) that consists of need analysis, development, validation and revision, try out, and revision to produce the final product. Hence, the study began with identifying the problem of the first class students at SMA Ibrahimy Wongsorejo.

In the need analysis, the researcher spread some questionnaires to find out the information of the existing material and the English material needed by the students. In addition, the researcher also interviewed the English teacher of grade X of SMA Ibrahimy Wongsorejo. For the validation, the researcher entrust to the English teacher who teaches in the field of science and social major in SMA Ibrahimy Wongsorejo, English expert, lay out designer, and video creator. There was a lot of input from them so that the products made will be the best and useful products for the first class students of SMA Ibrahimy.

After validation, the products tested to the students. The observation shows that the subject presented in the material was of interest to the students. They were keen to join the online class actively. Not only interesting to learn, but also beneficial for them. The material prepared in supplementary material adds information about the topic being studied, can help them understand grammar which they initially say is difficult. Also add their vocabulary and practice their speaking. The videos prepared also help them in learning English. After two trials to the students, the final product was obtained. The supplementary book includes six different subjects. The key skill learned in the book is speaking skill.

CHAPTER I

INTRODUCTION

This chapter includes several topics: (1) Background of the study, (2) Statement of the research problem, (3) Objective of the study, (4) Significance of the study, (4) Specification of the product, (5) Scope of the study, and (6) Definitions of key terms.

1.1. Background of the Study

The book used by the first class students of SMA Ibrahimy Wongsorejo is from the Ministry of Education and Culture 2017 revised edition. Unfortunately, the content in the book did not meet all the needs of the students. Teacher often look for references from other learning resources to meet the needs of their students and to complete the learning material. For example, as in the first chapter, one of the focus skills is listening skill, but the listening activity is not provided. Besides, the expression of each chapter less varied and incomplete. Furthermore, as the questionnaire was spread to 52 students of science and social major, the researcher found that most of the students need speaking skill more than other skills. In addition, it is also supported by the information gained from their English teacher that their students need to speak English fluently. The expert said, a suitable handbook for the first class students of SMA Ibrahimy Wongsorejo is a simple book, which is easy to understand, and the speaking activities can assess five aspects. That is, intonation, pronunciation, grammar, fluency, and speaking style. 63.5% of the students responded that the level of

difficulty of English subjects that students get is quite difficult, 23.1% students responded that the level of difficulty of English subjects that students get is difficult, 9.6% of the students responded very difficult, and the rest of the students, 3.8% responded that the level of difficulty of English subjects that students get is easy. 21.2% of the students responded that vocabulary is hardly understood, 21.2% students responded grammar is hardly understood, 17.3% pronunciation is hardly understood, and the rest 40.4% responded that all components (grammar, vocabulary, and pronunciation) is hardly understood. 53.8% of the students responded that the English book is ordinary, 32.7% of the students responded that the English book is fun to learn, 11.5% of the students responded that the English book is really fun to learn, and the rest 1.9% responded boring. 71.2% of the students need videos when learning English, and the remaining 28.8% do not need English learning videos. Therefore, the researcher developed an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo according to their needs.

There are some studies conducted before this study. One of them is Utami (2016) developed supplementary reading-writing materials for enrichment purposes for grade X students of senior high school. But my research position is focused on speaking skill. The difference is, if Utami (2016) as an enrichment purpose, my research is for regular classes whose function is to complete the students' main book.

1.2. Statement of the Research Problem

The problem in this research is stated as follows:

1. What is actually the ideal of book used based on the expert?

1.3. Objective of the Study

Related to the background of the study, the objective of this study is to develop an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo.

1.4. Significance of the Study

The researcher expects the product of the study will give some contribution to the teacher and the students.

1.5. Specification of the Product

The researcher developed an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo to overcome the problems faced by the teachers and the students as explained in the background of the study.

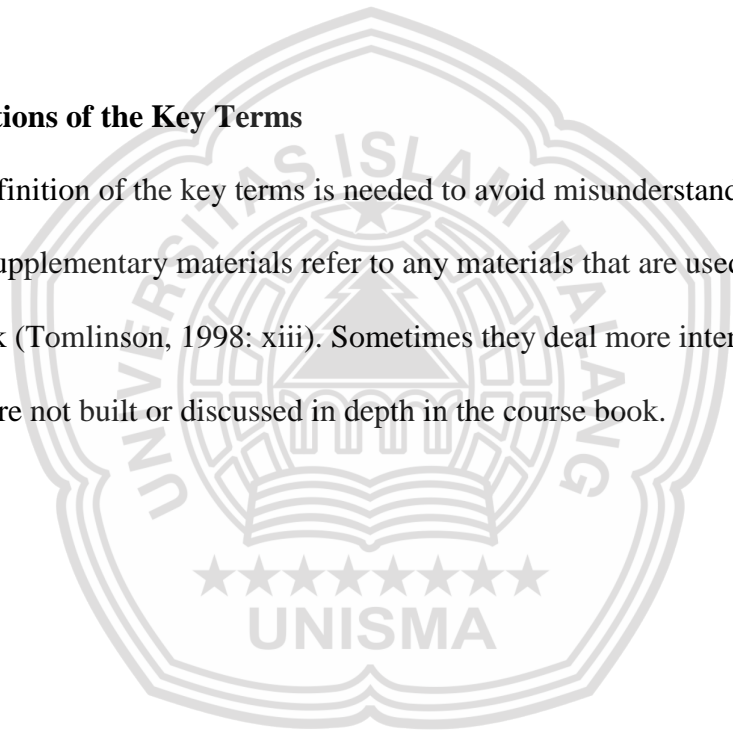
It consists of some topics and exercises in accordance with the syllabus set by the Ministry of Education and Culture—the contents of the book are complementary material with more content to improve students' speaking skills equipped with learning videos.

1.6. Scope of the Study

The scope of this research and development is about an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo. Since they need to improve their speaking skill further, the researcher developed materials and activities concentrating on this skill and according to the students' need.

1.7. Definitions of the Key Terms

The definition of the key terms is needed to avoid misunderstanding in the research. Supplementary materials refer to any materials that are used aside from a course book (Tomlinson, 1998: xiii). Sometimes they deal more intensively with skills that are not built or discussed in depth in the course book.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter includes several topics: (1) Conclusion and (2) Suggestion.

5.1. Conclusion

Since the content in the English book used did not meet all the needs of the students, and teacher often look for references from other learning resources to complete the learning material, furthermore, as the data obtained from the questionnaire, the researcher developed an English supplementary material for the first class students of SMA Ibrahimy Wongsorejo.

After two trials to the students, the final product was obtained. The supplementary book includes six different subjects. Based on the description of the data analysis and the discussion, it can be concluded that the supplementary material developed is the ideal one for the students based on the expert. The key skill learned in the book is the speaking skill and all the material that suits to the students' needs. The observation shows that the subject presented in the material was of interest to the students. They were keen to join the online class actively. Not only interesting to learn, but also beneficial for them—the students and the teacher. The material prepared in supplementary material adds information about the topic being studied, can help them understand grammar which they initially say is difficult. Also add their vocabulary and practice their speaking. The videos prepared also help them in learning English. Therefore this supplementary material is ideal for them.

5.2. Suggestion

Students are recommended to use these supplementary resources to complete the information and skills related to the speaking and the topic being studied. In addition, students should observe the order of the materials and assignments so that they can have a complete and consistent understanding due to the materials has been carefully organized.

Since this research has focused on the speaking skill and supplementary materials such as grammar, vocabulary, and pronunciation for the first students of SMA Ibrahimy, further research is expected to be focus on listening skill also due to the second important component of the students is listening skill. Also, complete the chapters that have not yet been developed in this study. However, it should also be remembered that the opinions of the student are very important when designing materials as the materials are intended to be used by the students. So complete the questionnaires that are made as well as possible that cover all the needs of the students. Also please look for the information about the skills they need. If they need listening skills, for example, then ask them for activities or topics of material that they want. Please, make a supplementary book that covers all the chapters students learn. Also, when you want to ask for validation from the experts, it would be better if you use an accurate form to assess the product. In addition, the researcher need to make a visual look of books and media that are more interesting to the students with more varied speaking activities and content as they need.

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