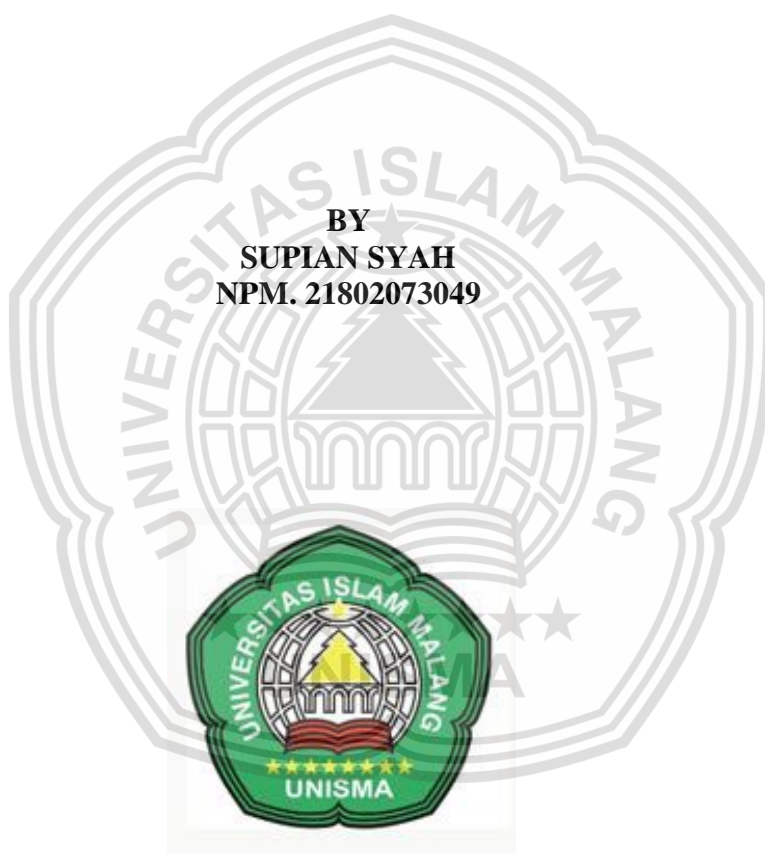




**DEVELOPING PRACTICAL ENGLISH BOOKLET
AS SUPPLEMENTARY MATERIAL FOR INTERMEDIATE CLASS
OF ENGLISH PROGRAM AT BILINGUAL SENIOR HIGH SCHOOL**

THESIS

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**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
ENGLISH LANGUAGE TEACHING STUDY PROGRAM
JULY 2020**



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THESIS
Presented to
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Magister in English Language Education

By
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ABSTRACT

Syah, Supian. 2020. *Mengembangkan Materi Bahasa Inggris praktis sebagai Materi Penunjang Belajar untuk Kelas intermediate Program Bahasa Inggris di MA Bilingual Batu*. Thesis, Magister Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Malang, Pembimbing: Dr. Hj. Mutmainnah Musthofa, M.Pd.

Kata Kunci : Bahasa Inggris Praktis, Program Bahasa Inggris, MA Bilingual.

Penelitian ini bertujuan untuk mengembangkan materi Bahasa Inggris praktis untuk kelas Intermediate di Sekolah Menengah Bilingual Batu. Buku itu dikembangkan berdasarkan hasil analisis kebutuhan di sekolah tersebut. Oleh karena itu, buku ini dapat menarik minat siswa untuk belajar bahasa Inggris untuk komunikasi yang berkaitan dengan kehidupan nyata. Materi tersebut juga diharapkan dapat memotivasi siswa untuk berani berbicara Bahasa Inggris.

Penelitian ini mengadaptasi dua model penelitian dan pengembangan: model Borg dan Gall (1983) dan Dick and Carey (2001). Model yang digunakan dalam penelitian dan pengembangan ini terdiri dari beberapa langkah; meliputi penelitian dan pengumpulan informasi, perencanaan, dan pengembangan draf awal, validasi ahli, uji coba 1, revisi 1, uji coba 2, revisi 2 dan produk akhir.

Materi tersebut merupakan hasil analisis kebutuhan yang dilakukan. Setelah mendapatkan data dan informasi kemudian diikuti oleh perencanaan dan penyusunan bahan yang relevan. Langkah selanjutnya adalah mengembangkan draft awal. Langkah ini dilakukan dengan menggunakan angket Ada beberapa saran dari guru, dan siswa terkait perbaikan draft awal sebelum dievaluasi oleh ahli. Terakhir, ahli memberikan nilai 88 untuk tiga aspek; bahasa, desain, dan isi. Dari hasil uji coba yang dilakukan oleh guru dan siswa didapatkan beberapa revisi positif untuk perbaikan produk. Nilai yang didapatkan pada uji coba 2 adalah 92 dari yang semula hanya 88 pada uji coba 1. Buku Bahasa Inggris praktis ini terdiri dari enam bab, yaitu penyesuaian budaya, komunikasi non-verbal, hubungan, persahabatan, pendidikan dan olahraga.

Penjelasan di atas menunjukkan bahwa materi tersebut relevan untuk kelas intermediate di MA Bilingual Batu. Hal tersebut diperkuat dengan hasil uji coba terakhir yang menunjukkan pendapat positif tentang peningkatan bahan ajar tersebut. Materi ini diharapkan dapat memberikan manfaat bagi siswa untuk belajar Bahasa Inggris untuk kepentingan komunikasi

ABSTRACT

Syah, Supian. 2020. *Developing “Practical English” Booklet as Supplementary Material for Intermediate Class of English Program at Bilingual Senior High School Batu*. Thesis, English Education Department, Postgraduate Program, University of Islam Malang, Advisor: Dr. Hj. Mutmainnah Musthofa, M.Pd.

Key Words: Practical English, English Program, Bilingual Senior High School.

This study is aimed to develop a practical English material for Intermediate Class of English program at Bilingual Senior High School Batu. It is in the form of booklet which is developed based on the result of need analysis in that school. Therefore, this book can interest the students to study English for practice or English for communication related to the real life. The materials are also expected to be able to motivate the students to speak more.

This research adapts two models of research and development, the model of Borg and Gall (1983) and Dick and Carey (2001). The model used in this research and development consists of several steps; They are research and information collecting, planning, and developing the first draft, expert validation, try-out 1, revision 1, try-out 2, revision 2 and final product.

The material was the result of need analysis that was conducted in the school. After getting the data and information, it was followed by relevant planning and compiling materials. The next step was developing of the first draft. There were several suggestions from a lecturer, teachers, and students for the improvement of the first draft before being evaluated by the expert. This step was the expert validation by using questionnaire. The last, the expert gave the score for three aspects; language, design and content. The score was 88. The try-out which was done by the teacher and students found there were several revisions which gave positive improvements for the product. It is proved by the score of try-out 1 and 2 were 88 and 92. There are six chapters in this material, i.e. cultural adjustment, non-verbal communication, relationship, friendship, education and sport. The final product is colorful booklet.

The above explanation strengthen that the material is relevant for intermediate class of English Program at Bilingual senior high school. Moreover, the result of the last try-out showed positive opinion about the material improvement. It is hoped that this material can be meaningful and useful for the students instead of being an interesting material and learning source.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a part of communication in social life. It cannot be separated from human activities. It is challenging to do all activities without using language. Language is used to express something to the situation in stimulating the response to other people about what we thought.

Harmer (2003:1) stated that although English is not the language with the most significant number of native language speakers, it has become lingua franca that widely adopted for communication between two speakers with different native languages, where speakers are using it as the second language.

Every single person can learn English not only in the class of schools but also in courses. Robinson (1988: 1) believes that many educational programs starting from the basic level to the advance education institution, focus on teaching and learning culture in the language subject, moreover learning a foreign and second language that can facilitate the students to know and comprehend another culture. In this case, learning a language has relation to the understanding of culture. Moreover, Indonesian students study English as Foreign Language. It signs that language can be the bridge the home culture and culture of foreign countries.

Mulyasa (2007: 25-27) discusses the policy for the Standard of National Education. It is the policy of government Number 19 in 2005 (*Peraturan Pemerintah No. 19, 2005*). This policy contains a set of plans and rules about the objectives, content, materials, and methods to reach the objectives of specific education. The curriculum is organized into five groups. The groups are the subject of religion and ethical behavior, civics and personality, science and technology, aesthetics, sport, and health. In this case, the material of English for communication includes in all the groups mentioned. The subject is done through the activity of teaching and learning language, art, and culture.

The writer assumes that teaching and learning of culture are integrated with the language lesson. Therefore, the materials about culture are suitable to be supplementary materials. Another reason is that the limited book is discussing practical English teaching. The available books describe and explain practical English using complicated explanations, especially for senior high learners. Cunningsworth (1995: 86) emphasizes the importance of supplementary materials for students. He thinks that the coursebook is essential in language teaching and learning. However, it is better to give authentic materials that are related to real-life surrounds learners. Then, one thing that makes using the supplementary material of practical English necessary is that the materials of practical English can give more knowledge to be used in social life, such as how to solve problems in society. In this case, the booklet of practical English can be useful not only for teachers but also for students as one of the good sources for language learning. Tomlinson and Masuhara (2004: 1-2) compile some theories for developing

criteria of materials. Based on one of the theories, the materials should help students to connect the learning experience in the classroom to their own lives outside it. This book also good for teacher and students especially to be autonomous learners indeed. Khotimah, Widiati, Mustofa & Ubaidillah (2019) found that albeit positive tenets on autonomous learning were held by both teachers and students, they still had inadequate understandings of what autonomous learning concepts are. In terms of exposing students to autonomous learning, the teachers possess highly-driven endeavor. From the finding the writer then come with the booklet as the milestone for students to be autonomous learners.

The explanation above has discussed the merits of having solid materials, especially for language learning. Those are essential for developing the character-building of learners because it is the part of hidden curriculum that can be brought to appear the materials of culture for learners. Moreover, Indonesia constitution, article 24 Number 2, 1989 mention about the objective of the education in Indonesia is to build the Indonesian who are not only smart but also good in behavior. Therefore, it is important to have character building at school. In this case, Subroto (2012:online) is in the same opinion about the importance of culture and the character-building for Indonesia. Moreover, he emphasizes that this country has to face the globalization era, which is full of challenges. Therefore, it is good to have a practical English booklets for learners, so they can be ready to face that challenging era. Talbot (2003: 203) also believes that the modern era brings many disadvantages for youth, such as drug-crazed, disapproving, and

moral panic. Therefore, knowing English for communication as an international language and having strong character building are two things that a must for the young generation, because character building can help reducing the moral degradation of Indonesian youth and preparing them to be wise in facing the real life.

Nurwahida (2017) conducted a research on developing English materials for students of the management department, especially in topics Export-Import and Banking at STIE YPUP, Makassar. Based on the preliminary study in May 2016, by analyzing the module which used, the researcher found several problems from the module, such as the module used general English not specific English, the students of management department were not interesting in studying English, and the module used difficult vocabulary in each topic.

Bilingual Senior High School of Batu has a unique English program to support Bilingualism. Mostly the activity is concerning in Speaking skills, after having the classroom contract and discussion with students about what they need in learning English. The students need to learn English for communication with the foreigner. Some students continue their university-level abroad, so practical English is vital to learn. Some students believe that knowing the culture of a country will easy them learning the language.

There are several problems faced by the students, (1) most of the students are in *Pesantren* in which they may not bring HP or any technological device, so they do not have facilities to access the latest news. (2) The students in Bilingual senior high school of Batu do not have enough sources or books in learning

English for practice or communication. (3) Covid-19 pandemic becomes an obstacle for students since they have to study from home.

To solve the problem, especially the limited book of English for practice, the writer made a booklet to facilitate the students in learning English. It consists of some information about culture and English for practice. Hopefully, after finishing the book, students can learn English more enjoyable and more accessible.

This supplementary material uses a communicative approach. It is because the purpose of language learning in Bilingual senior high school of Batu is speaking English actively as it is explicitly stated in the vision and mission of the school. Hymes (1972) stated that communicative approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The learners can apply it when they socialize with others. In this case, the content of this supplementary material is in the context of learners in senior high school. Cunningsworth (1995: 88) emphasizes that the content of materials should be understood easily. The critical point is that the materials can interest and give more extensive knowledge and experience about the real-life situations. For learners in senior high school, they can easily accept the materials which can attract their attention. The materials do not only contain amusement but also bring lessons in student's real life. Thus, it is the hidden objective about character building that is given for students.

This supplementary material is appropriate used in the Bilingual Senior High School of Batu. The first reason is that most of the students stay in *pesantren*

in which no access for them to learn about foreign culture because they may not bring HP. Second, The students in Bilingual senior high school of Batu do not have enough sources or books in learning English for practice or communication, and the last, Covid-19 pandemic becomes an obstacle for students since they have to study from home. Therefore, this supplementary material is suitable for them.

1.2 The Research Objectives

The research objectives are as the following:

- 1.2.1 Share the knowledge of Practical English or English for Communication.
- 1.2.2 Be one of the media incorporating character building.
- 1.2.3 Help the teacher and students in teaching and learning activities through communicative approach.

Those three objectives can be used as the alternative to solve the problem that has been stated in the background study above. The practical English material is in the form of book that can help students to increase their knowledge about English for communication. The book also can be used as supplementary material for students to enrich their sources about practical English. The last, this book also can help teacher and students in teaching and learning activities, especially Encouraging students to use English for communication.

1.3 The Specification of the Product

The specification of the product are: English for communication, which includes the theories and the explanation, examples, and exercises; There are

pictures and authentic articles to help learners understanding the materials; There are exercises about students' understanding of the materials for each chapter, There are reflection columns in each chapter.

The consideration of making the specification of the product is based on the need analysis and the headmaster demand to make such kind of book to help students in learning English, especially English for communication easily. Then, the writer who is also teaching in the school specify the product based on the student`s need and interest.

The first point relates to the content that English for communication materials, which include the theories and the explanation, examples, and exercises. Second, this supplementary material is emphasized in the context of students, which can be used in social interaction. Thus, for the third point needs authentic materials. For this point, this supplementary material has authentic articles related to the materials. The following is that there are pictures to help learners understanding the materials. Fifth, it also provides some illustrations of a particular culture. Sixth, there are exercises about learners' understanding of the materials for each chapter. Seventh, there are activity sections for classroom activities. Then, the last is that there are reflection columns in each chapter.

1.4 The Significance of the Development

This research and development bring some significance for the teacher and students in the English Program. The first is for teacher, they are: giving new materials as the references for the teacher, increasing the teacher`s quality of

teaching English for communication, motivating teacher to be more creative in the teaching English, helping the teacher to develop student`s character in learning English for communication, such as friendly, communicative, social care, curiosity, democratic, independent, hard work, discipline, and speaking habit. The second significance is for students, they are: giving new materials for learning practical English of English for communication, motivating students to be more active in practical learning, giving knowledge of English for communication and encouraging student`s speaking habit.

Due to the significance of the study for the teacher and students, the researcher believes that this research is essential conducted in order to make the teaching and learning process runs well.

1.5 The Limitation of Research and Development

There are some limitations of the research and development. They are that the product has six topics because the need analysis based on the learners` interests, the subject of the need analysis were learners at intermediate class, the teacher interview was with English teacher of the English Program, foreigner; a Srilankan. The subject of the questionnaire was only ten learners because students may not to come to the school due to COVID-19.

The materials are limited on the speaking skill in which speaking is the main goal of conducting English program especially in intermediate class of Bilingual Senior High School of Batu. Since they need to improve speaking skill, the researcher produces materials and activities that deals with the skill.

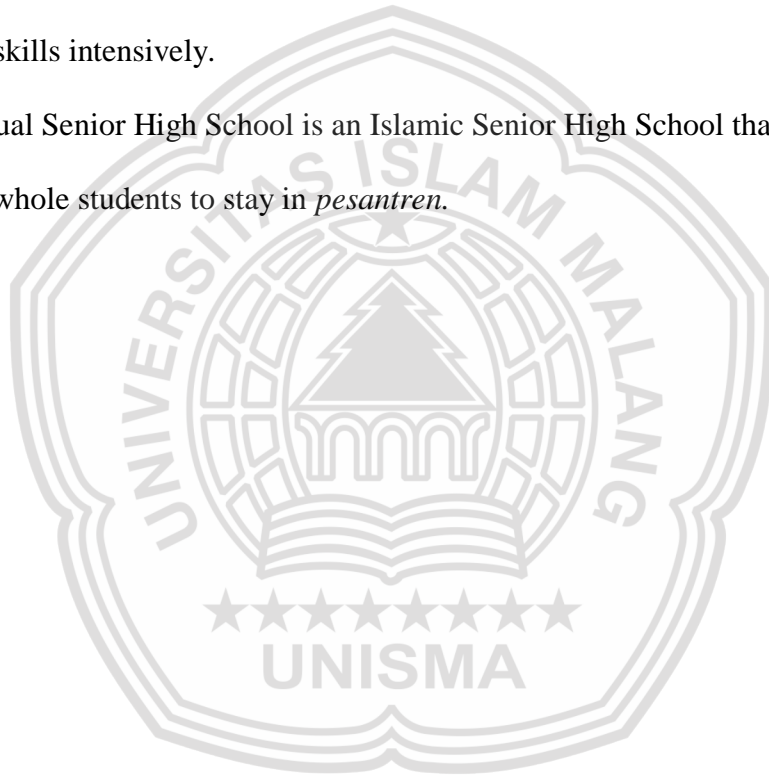
1.6 The Definition of Key Terms

Practical English or English for Communication is a course that helps the students to study English for practice.

Supplementary material is a handout that contains some materials needed by students. It is the compilation of the many kinds of sources.

English program is a unique program that held to help students maximize their English skills intensively.

Bilingual Senior High School is an Islamic Senior High School that obligates the whole students to stay in *pesantren*.



CHAPTER V

CONCLUSION

This chapter consists of conclusion and some recommendations based on the result.

5.1 Conclusion

The final product of the research and development is a Practical English booklet for class intermediate of English Program at Bilingual Senior High School Batu. The objectives of this supplementary material are to develop an exciting and challenging practical material, incorporate the material of culture and develop students' interest to read by having interesting practical material. The writer hopes that this supplementary material is useful as the material to be learned.

In the process of developing the material, there are several procedures, such as adapted from the model of Borg and Gall, and Dick and Carey. The procedures are the research and information collecting (need analysis), planning, developing the first draft, expert validation, try-out 1, revision 1, try-out 2, revision 2, and the final product. Those steps must be in order.

The need analysis is based on the information from the students and the teacher. The interview are also with the foreigner, Mr. Feroze, a Sri Lanka foreigner. Therefore, the data collected for need analysis describes what are needed by the students. The planning is the process of compiling materials based on need analysis and the considering of what should be learned by the students.

Then, the development of the first draft starts from the first chapter and continued by the following chapters.

The next step is the expert validation and try-out. In these procedures, the product is evaluated and tested for its appropriateness for the learners. The expert and teacher give the score for the evaluation. The score is in the range of 0-33. The score of the expert validation is 32 for the design, 30 for the content, and for the language is 30. The total score is 92 for the whole book. Then, the teacher score for try-out 1 and 2. The score for try-out 1 is that the design gets 30, the content gets 28, and the language gets 30. The total score is 88. The expert validation and try out 1 have different points of view to give each score for each criterion. The score of try-out 2 is different from the previous. There is an improvement. The scores are 32 for the design, 30 for the content, and 30 for the language. The total score at the end is 92 out of the highest score 99.

After evaluation, this research product has many improvements in the aspect of content, language, and design. The final product of this supplementary material has its characters than others. The characteristics are (1) This supplementary material booklet contains practical way in learning English, (2) Each chapter of this supplementary material has the activities that concern at productive skills (speaking and writing) as the primary goal of having English program at Bilingual Senior High School Batu, (3) This supplementary material also motivate them to read more, (4) this supplementary material has exciting pictures and colorful design, (5) It shares new information and knowledge to

students in the form of comics, (6) this supplementary material also has a glossary at the end of each chapter.

4.2 Recommendation

The researcher has several suggestions for the teachers, students, and further development.

For the teachers, this supplementary material booklet is about practical English. It is the new thing for students of the English program at Bilingual Senior High School Batu. Teachers can use their methods in using this supplementary material booklet. One thing that should be considered that it would be better to teach the topic of cultural adjustment at the first time of teaching English because it can give the learners the basics of learning culture objectively.

For the learners. This supplementary material booklet contains many individual activities and exercises. Students can use this supplementary material booklet independently. Besides, it also has some activities that can be done in a group, such as debate and discussion. All in all, this supplementary material booklet can be used in class with or without teachers. This is good to be used as long as Learn from Home (LFH) as long as the COVID-19 pandemic. Hopefully, this supplementary material booklet can interest the learners to have a better reading interest.

For further development. The validation of this product is done by a lecturer who is keen on English language teaching and has much experience in teaching English. Besides, the data collection and suggestions for this

supplementary material are also from the advisor of this research and the foreigner. Finally, It would be better if the validation, and the try out are done by more subjects of research. The recommendation for further research can develop material of practical English for the students in advanced class.



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