

DEVELOPING SUPPLEMENTARY READING MATERIALS FOR EFL YOUNG LEARNERS OF THE FIFTH GRADE

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Abstrak. Penelitian ini bertujuan untuk mengetahui (i) kebutuhan siswa kelas lima sekolah dasar dalam membaca teks bahasa Inggris, dan (ii) untuk mengetahui apakah bahan bacaan pelengkap yang dikembangkan layak untuk siswa kelas lima sekolah dasar atau tidak. Desain penelitian ini adalah *Research and Development*. Subjek penelitian ini adalah 27 siswa kelas V sekolah dasar. Penelitian ini menggunakan berbagai instrumen pengumpulan data seperti angket analisis kebutuhan siswa, angket penilaian guru dan ahli. Data tersebut digunakan untuk mengembangkan dan mengevaluasi tiga unit bahan bacaan tambahan. Hasil penelitian menunjukkan bahwa bahan bacaan bahasa Inggris yang dikembangkan dalam penelitian ini dapat mencakup kebutuhan siswa dalam membaca dan dianggap sesuai untuk siswa kelas lima sekolah dasar. Hal ini dibuktikan dengan hasil skor rata-rata dari kedua angket adalah 4.31. Penemuan dari proses penelitian ini dapat digunakan oleh siswa dan guru dalam proses belajar mengajar.

Abstract. The objectives of this research were to find out (i) the fifth grade students of elementary school needs' in reading English reading text, and (ii) to find out whether the developed supplementary reading materials are appropriate for EFL young learners of the fifth grade or not. The research used Research and Development design. The subjects were 27 students of the fifth grade of elementary school. This research used various instruments such as need analysis questionnaire, teacher judgment and expert judgment questionnaire. The data were used to develop and evaluate the three units of supplementary reading material. It was found that English reading materials developed in this research are coped all of the students' needs are considered appropriate for the EFL young learners of the fifth grade. It was proven by the result of questionnaire in which the mean score was 4.31. The findings of this research process can facilitate the students and the teacher in teaching learning activity.

Keywords: *reading, supplementary material, young children, efl learner*

INTRODUCTION

Young learners are basically those who are at beginning age starting to learn a new language. In Indonesia, some of the primary school students learn English as their foreign language. While students start learning English, they should master four skills: listening, speaking, reading, and writing which are underlain by vocabulary and grammar. Reading forms the basis for all of other skills, and it is expected that children succeed in the process. Reading skills are critical for learner's development, and competency in reading linked with overall attainment. Young learners who have ability to read independently and tend to have more opportunities to encounter the written word (Taylor and Dorsey-Gaines: 1988).

Children with richer vocabulary do far better in academic areas, especially in the early years. Their strong reading skills also enable them to communicate more effectively as well as in writing aspect. Furthermore, early readers have ability to recognize a larger number of new words by a sight, which enables them to learn more and enhanced their imagination from their surrounding.

Therefore, to conduct a teaching and learning reading, the supplementary reading material here is needed. In fact, those expectations above have not become a realization, as a matter of fact that the reading learning materials and the time given by government for some of the elementary schools are limited. It was reported that the students' English competence, especially reading is relatively low. Based on pre-observation it was found that some of the topic in the textbook was unsequenced, the examples were not relatable with the learner's daily life, then the texts or sentences were too long and complicated, and so on. It makes the students are busy translating the sentences and analyzing the grammar in most of their time in English lesson. Even, they do not have an opportunity to read the materials more.

One prominent researcher seems to come from Cecile (1989) who developed English reading materials for EFL secondary school students in *Cote D'ivoire*. The research conducted by holding need analysis, planning, developing materials, getting

expert judgment, and making the final draft. After the research, it was found when supplementary reading materials are provided, teachers will find adequate techniques to use them in order to address students' needs. They are necessary in learning to read and write in any language classroom and mainly in English as a Foreign Language.

A similar line with the research conducted by Makmun (2015). His final product of his research was the supplementary reading materials named *I Read I know* for secondary school students in the seventh grade of junior high school (secondary level). It was provided for the English teacher in teaching reading effectively based on the curriculum 2013. and for the students to improve their reading skill. It was developed from the students' need and the weaknessess of *When English Rings a Bell*, the previous course book.

Based on the good result that supplementary reading materials for different level of students have good improvement to the learners' reading skill. The supplementary material product were developed on the based on the assumption that it was suitable for the students' need and interest and the material could help the students improving their reading skill.

Through the justification above, English reading materials for EFL young learners of the fifth grade of elementary school was going to develop. The problem of the research copes with the students' needs of English reading material, how to develop them, and how appropriate the materials are. Furthermore, this is intended, first, to investigate the appropriateness of the developed materials.

METHOD

This research method was research and development potentially produced printed English reading materials in form of workbook for fifth grade students of EFL young learners of the fifth grade of elementary school was going to develop. The primary step of this research design was to analyze the students' needs in learning reading through perceive need analysis. Thus, studying research findings pertinent to

the product to be developed, developing the product based on the findings, field testing, evaluating, and revising were the next steps of this research. The research instruments were questionnaires and observation. Twenty seven of fifth grade students of were the subject of this research. English teachers of elementary school and material expert were asked to give their evaluation regarding materials' appropriateness. The data collected from the interview, questionnaires and observation of the students, English teachers, and expert regarding the appropriateness of the materials were identified, organized, calculated, classified and evaluated. The analysis was done through statistical analysis.

RESULT AND DISCUSSION

Result

The research findings refer to research questions and objectives of the study. The discussions are also provided for the findings with the coherent links about the previous researches.

The students' need analysis

The data that had been obtained through this stage was used to develop the topic and the material of the supplementary reading book. The students' need of materials and its topics were obtained from perceive need analysis. The researcher used the syllabus of curriculum KTSP which is contained of several aspects, such as core competence, basic competence, and indicators. After developing the materials, the researcher then did the field testing to get inputs for material revising of the developed materials through classroom observation. This observation involved the fifth grade English teacher of SD 02 Yapindo as a rater. The data of students need analysis questionnaire constructed based on theory of need assessment proposed by Hutchinson and Waters (1987), Nunan (2004), and Tomlinson (1998). The need analysis consists of 22 questions dealing with three main terms, such as target needs, learning needs, general opinion and views about learning material.

Each main term has its own aspect. First, in term of target needs, (80%) teacher said that in their school already provided supplementary reading materials, but they still need the other supplementary material in order to increase students' motivation in reading. In fact, both of the current text book they used and the supplementary reading materials they have, the books' content were unsequenced and not supported with the school facilities. Besides, in term of lack, most of teacher said that the students have difficulties in reading because of have limited vocabulary (60%). In order to cover other weakness of the students which is the difficulty in comprehending the detail information (40%), the supplementary book is also packed with questions related to detail information. Meanwhile, in term of goal, (100%) teacher said that the students' aim in learning reading English text is to enrich their vocabulary. In order to cope the aspects in target needs, the supplementary material was developed focused to overcome their problem in lack of vocabulary and detail information in order to help the achieving their goal.

Second, in term of students learning needs, it covered some components as input, procedure, setting, teachers' role and learners' role. The first component of learning needs is input. The teachers (80%) assumed that the suitable length of the text for their age (7-11 years old) is less than 50 words and the other (20%) assumes that the text with length 51-75 still suitable to their age. Then, the students expected to have short dialog and picture as the input material for learning reading with simple vocabulary. The researcher was developed the material that must cover those inputs. Then, (60%) teacher choose picture as the most reading input in each unit, whether the other teacher chose short dialogue text as a reading input for their students with percentage (40%). Then, the next component is learning activity. The needs analysis result showed that the teachers (60%) preferred the students to demonstrate certain simple working steps based on the direction on the text, while the other teacher chose games and role play as the reading activities. Young learners are expected comprehend the text easier by doing those kinds of simple activity. Furthermore, for another variation activity, the teachers wanted the students to have matching (40%)

and labeling (40%) the English words or phrase to Indonesian words or phrase in order to enrich their vocabulary by using game. The next component is setting which describes as the way to carry out the works (Nunan, 2004). Based on the needs analysis result, the teachers (80%) said most of the students preferred to do activity outside classroom. Then, based on the teacher experience in the classroom activity, the students tend to do their work individually and in group alternately with percentage 100%. The last components were teacher's role and learner's role. In term of teachers' role, the teacher assumed that they should acts as educator and facilitator in doing every activity with percentage 100% as they have done so far. In terms of learners' role, the teacher were preferred their students to be an active listener and participant in each learning activity that will be done in class (100%).

Last, in term of the teachers' general opinion and views about learning materials, the materials will be assessing based on some components regarding this term. The first component is variety of learning activity. From the result of need analysis, it was found that the teachers chose previewing (100%) as the kind of learning strategy which is appropriate for their reading materials. Then, based on the teacher suggestion the pages and cover should be colorful also completed with pictures and illustrations (100%). Most teachers chose straight formal letters fonts such as: Times New Roman, Arial, Century Schoolbook, etc. (60%) for the layout. The teachers chose puzzle and short story as the intermezzos in their students reading materials with the same of percentage 40%. The last, for the warming up activity, the teachers has their own choice. It concludes that they preferred variety kinds of warming up activity such as short question with presentation 60%. Whether the other 40% teacher said that the materials are should complete with vocabulary list that contains some words the students need in doing the activities in each unit.

The Appropriateness of Supplementary Reading Materials

In order to answer the second research question, the researcher conducted teacher judgment and expert judgment. The appropriateness of the materials was measured from English teachers' judgment, and expert judgment.

English Teacher's Judgment

The data gathered from the questionnaire for English teacher constructed based on materials evaluation in term of parts of the curriculum design process by (Nation, 2010:165).

The mean gathered from the data is 4.3. It means that the English teacher strongly agree that developed materials are appropriate. It was found that the developed materials already suit the environment in which it used for. They also meet the needs of the learners and apply sensible principles of teaching and learning. The goals of the developed supplementary reading materials also match the goals of the course. The content of the developed supplementary reading materials suited the proficiency level of the EFL young learners and reflected sensible selection and sequencing principles. The developed materials were also found interesting and used various activities. The developed materials also included enrichment task and ways of monitoring reading progress.

Then, in term of format and presentation the mean gathered from the data is 4.8. English teacher also strongly agree that the developed supplementary reading materials are appropriate for EFL young learners in the fifth grade. It was found that the layout of the developed materials is interesting to be used in teaching and learning process. It provides colorful layout and uses some kinds of font based on the teachers' observation of their students gathered from need analysis. The teacher is also able to present and manage the language and the activities of the developed materials. The activities were found suitable for a range of levels of proficiency in the class. The amount of material in the developed materials also enough for the duration time of the class. Therefore, from the two aspects above those are parts of the curriculum design process and Format and Presentation, the mean is 4.55. It means that the developed materials are considered as 'Strongly Appropriate' materials.

English Expert's Judgment

The result of materials evaluation questionnaire adapted from the standard of materials proposed by BSNP. According to BSNP, there are four aspects to determine the appropriateness of materials: content, presentation, language and layout.

Aspect	Items	Mean	Description of Appropriateness
Content	The appropriateness of the material.	4.33	Strongly Appropriate
	The depth of the material	4	Appropriate
	The accuracy of the material	3.75	Appropriate
	The novelty of the material	4	Appropriate
Language	The appropriateness towards the students' ability	4.33	Strongly Appropriate
	The communicative aspect	4	Appropriate
	The accuracy of the language	5	Strongly Appropriate
	The unity of the material	4	Appropriate
Presentations	The presentation technique	4.25	Strongly Appropriate
	The task presentation	3.5	Appropriate
Design	Layout of the material	3.6	Appropriate
	Illustrations of the material	4.33	Strongly Appropriate
	Typography of the material	4	Appropriate
Mean :		4.08	Appropriate

Based on the expert judgment result, the content of the tasks in unit one, two, and three were “appropriate” for the EFL young learners in fifth grade. From the data, in term of the appropriateness of the developed materials, it was found that the developed materials already developed based on the goals of English course, Standard Competencies and Basic Competence of KTSP for fifth grade students of elementary school's need in learning reading English in the first semester. Then, in term of the depth of the materials, the developed supplementary reading materials already explore some kinds of text that are relevant with daily life of in age range elementary students between 9-12 years old. The developed materials also explain

linguistics features clearly. In term of the accuracy of the materials, it was found that the developed supplementary reading materials teach the students about some expression related to their daily conversation in English. The developed supplementary reading materials also use relevant sources in getting the input. In term of the novelty of the materials, the developed materials already use the newest sources in getting the materials.

Then, the language appropriateness of the developed materials in unit one, two, and three are considered as “strongly appropriate” EFL young learners in grade five. In term of the appropriateness of the language towards the students’ ability and background knowledge, the language used in the instruction and explanation are appropriate with students’ cognitive development. The language used in the developed materials also appropriate with students’ age and their language ability. Then, in term of communicative aspect, the developed materials already use language that is clear and easy to be understood by the students, due to elementary students tend to read simple and short English text rather than complicated and long text. Related to the accuracy of the language, the developed materials already use appropriate English grammar. Regarding the unity of the developed supplementary reading materials, in each section in each unit already show the unity of the ideas.

Meanwhile, the materials presentation of the developed materials in unit one, two, and three are considered as “appropriate” for EFL young learners in fifth grade. In term of presentation technique, each unit already serves opening, main activity, explanation, task and enrichment task consistently. The activities and tasks also served equally. Each unit also arranged based on the principle of developing material and the students’ need analysis. The tasks from each unit have lot variations. Related to task presentation, the developed materials already motivate the students to communicate using English through simple conversation provided by colorful pictures, to participate reading actively in the class, to study individually, and to make them realize their progress and obstacle during the activities.

The last is the design of the developed materials. It was found that the design is considered as “appropriate” for EFL young learners in fifth grade. In term of the layout of the materials, the title, instructions, and illustration are placed consistently in each unit, section, and page. Related to illustration of the materials, the developed supplementary materials are considered able to add more understanding related to the information presented. Since the materials are developed to focus for young learner, the illustration should have clear direction and explanation about the object meant in the activity. Generally, the illustrations are presented compatible with the topic discussed. Regarding the materials’ typography, the developed supplementary reading materials used many kinds of fonts, though the fonts still readable by the students. The developed supplementary reading materials use font variations (bold, italic, capital) to give effect to suppressing different meaning of the written text.

The findings explained above are gathered to find the final result in determining the appropriateness of developed materials as follows:

The Appropriateness of The Materials

No.	Judges	Mean	Category
1.	English teachers judgment	4.55	Strongly appropriate
2.	Expert judgment	4.08	Appropriate
	Total:	4.31	Strongly appropriate

From the table above, it can be seen that the overall mean from English teachers judgment, and expert judgment or the final mean is 4.31. Therefore, this result shows that the developed materials are “Strongly Appropriate” based on materials evaluation on curriculum design process (Nation, 2010) and Standard Materials (BSNP), so that it is feasible to be used by EFL young learners in the fifth grade of elementary school.

Discussion

Developing the materials which consist of several steps has been covered from the information related to the English reading materials that are needed by the students.

The need analysis was conducted based on some considerations. The data of students need analysis questionnaire constructed based on theory of need assessment proposed by Hutchinson and Waters (1987), Nunan (2004), and Tomlinson (1998). It considered the learning need and the target need of the students in learning reading. During the process of developing the materials; need analysis, teachers' interview, developing the materials, field testing, observation, English teachers' judgment, and expert judgment the researcher found the developed materials are proved appropriate to be used by fifth grade students of elementary school.

Furthermore, in evaluating the materials' appropriateness, the researcher adapted the material evaluation on curriculum design by Nation (2010), and materials appropriateness by BSNP. In getting the teacher's judgment regarding materials appropriateness, the theory of evaluating materials proposed by Nation (2010) was used. Then, the results were categorized into one of following rating scale: strongly appropriate, appropriate, neither appropriate or not appropriate, not appropriate, and strongly not appropriate. In teacher's judgment there are three aspects measured, they are: goals, content, and sequencing, format and presentation, and monitoring and assessment. The result of the analysis showed that the accumulative mean from all aspects was 4.55 that categorized into a strongly appropriate material. By the reason of that, it was found the developed materials already suit the environment in which it used for. They also meet the needs of the learners and apply sensible principles of teaching and learning. The goals of the developed materials also match the goals of the course. The content of the developed materials suit the learners' proficiency level and reflected a sensible selection and sequencing principles. The developed materials were also found interesting and use effective techniques.

Then, to know the expert opinion regarding the materials appropriateness, the result of expert judgment questionnaire that arranged based on materials' appropriateness proposed by BSNP was analyzed. The result of the analysis showed that the

accumulative mean gathered from four aspect of materials appropriateness, which are content, language, presentation, and design, was 4.08 categorized into appropriate materials. Nor did the researcher find any significant from those aspects. The materials had been supplemented with interesting pictures and illustration in every unit. The arrangement of the picture and illustration were proportional and it was appreciated by the expert. Meantime, the expert found that there was still some unclear instruction, and some grammar mistakes in the instruction. The students would understand more about the materials if the instruction was clear enough. In line with Tomlinson (1998) statement that English language materials should have appropriate instruction, meaning that the instructions should be clear and can be easily followed. In addition, the expert also commented on the materials. The expert gave suggestion and critics to revise some points in the developed materials. Based on the revision given by the expert, there were several things should be revised. They were generally about unclear instruction and grammar mistakes.

Finally, after the researcher conducting the materials revision, it can be concluded that the English reading materials was developed by the researcher is strongly appropriate with overall mean 4.31 and the material were applicable to be used for the fifth grade students of elementary school.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the findings and discussion, the result of the research can be concluded that the developed supplementary reading materials are appropriate to be used by EFL young learners in the fifth grade of elementary school since the concept of developing supplementary materials is systematic, the principle and the procedure are easy to be applied. This book was developed through previous reference study, students need analysis, material development, teacher judgment, expert validation, material testing and product. The first step in this developmental research is conducting need analysis in order to know the fifth students' of elementary school

needs in learning reading. It is conducted to collect the data from English teachers through questionnaire. The next step is developing the product. In process developing, the data from need analysis become the basis of the developing the supplementary reading material. After developing the product, the next step is asking for teacher judgment before trying out to the students. After the teacher gave the judgment, there was a try out. Another step is expert validation. The expert validation stage takes some roles from the experts who have expertise in English language teaching, material development and practitioners or English teachers. The results of expert validations are considered in revision process. After expert validation, try out of the product is conducted to make sure that the student can accept and agree with the supplementary reading material. The result of try out process is used to be the last consideration for revising the supplementary reading material.

Suggestion

After the researcher conducting the whole process of this developmental research, hopefully this research gives contribution for some parties, especially to the English teacher and to the other researchers, as in the following explanation:

1. English teachers are recommended to use supplementary reading materials as the alternative source in teaching reading. It is because supplementary reading materials can help the students to be more active, motivated in reading English text in the class and enrich their vocabulary. So, the students can practice their reading skill more effectively.
2. Other researchers that are expected to be able to develop an English learning material, especially for reading for other study level programs which have the problems with the availability of appropriate English learning materials in order to get the information about the strength and weaknesses of each chapter. They are also expected to find the other characteristics of appropriate and effective learning materials based on the

needs of the students, especially in designing supplementary English reading materials. It is suggested to take more attention and consideration in designing the material, anything provided in the material should be contextualized into the field it is intended to. Then, it is also suggested to take more consideration in field testing step, since it will take a longer time, the other researchers are expected to be able to arrange the time as good as possible to prevent spending too much time in doing the research.

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