# DEVELOPING A SUPPLEMENTARY ENGLISH READING MATERIAL USING TASK-BASED LANGUAGE TEACHING FOR INTERMEDIATE SCHOOL

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**Abstract.** *Teachers' agenda in providing a prominent media to uplift students' reading interest is known to be influential. Thereby, the current study aims to develop English reading materials based on a task-based language teaching approach for the eighth-grade students of SMP Muallimat Gresik. This study was conducted to solve the problem faced by the eighth-grade students of SMP Muallimat Gresik in reading interest and how to develop reading materials for the eighth-grade students of SMP Muallimat Gresik. This research uses a research method in the form of a research and development method {R&D}, this research and development design includes several stages. Need analysis, studied theories related to reading problems, the result of the needs analysis was developed into a textbook, and expert validation was conducted to determine the quality of the product again until the writer felt confident that the product could be published perfectly. The final product of this study is the textbook of Reading material which focuses on increasing students' reading skills; this reading material is developed based on the students' needs and students' interests.*

**Keywords:** *Developing, Supplementary, Reading Materials, Task-based language (TBLT).*

## 1. INTRODUCTION

Reading is as approach to a thinking process – one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for perceiving patterns and structure within sentences are included [1, 2]. In addition, reading is the fluent process of readers' combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated [3, 4]. Reading is considered one of the language skills supporting the development of other skills. Reading is the most useful skill for foreign language learning since reading skill mastery is the key to a successful academic life and access to new knowledge and information.

Reading is one of my English skills besides speaking, listening, and reading. It is the way to understand a written message. reading is a result of the interaction between the writer's mind and the reader's mind.15 Reading is an interaction between reader and text: Grabe claims that reading requires efficient knowledge of the world and a given topic also an efficient knowledge of the language. Reading comprehension is a process that involves the meaningful construction of an author's message by the use of prior knowledge, especially the knowledge of language. It means that reading comprehension is a process of negotiating and understanding between the readers and the writer. In most of the cases, especially in academic settings, a reader expects a text to make sense [5, 6].

Teaching means showing and helping someone to learn how to do something. Giving instructions, and guiding in the study of something with knowledge causes someone to know or understand. In conclusion, teaching is guiding and facilitating learning enabling the learning to improve skills and attitudes. In English instruction, learning material is one of the important components that can facilitate the teachers in the teaching and learning process. Materials should teach students to learn. The materials should be a resource of ideas and activities for instruction or learning, and they should give teachers guidelines for what they do in the classroom [7, 8, 9].

In SMP Mu'allimat, especially eighth-grade students think that English is a difficult subject; it could be understandable because English in Indonesia is a foreign language. English is taught as a compulsory subject with the major objective of providing students with the ability to read and comprehend English books. Based on the English teacher's information the eighth grades of SMP Mu'allimat face several problems. Firstly, the students have difficulties in understanding the content of the text, because the text in the main textbook was not appropriate with the student's level of ability. Secondly, it appears that the selected texts cannot interestingly stimulate the student's motivation to read more enthusiastically since the text is monotone, which makes the students not want to pay attention in the lesson [10, 11, 12].

The textbook used in SMP Mu'allimat is not proper for the needs of students. The book only provides limited materials for the reading section. In terms of layout, the textbook is not visually appealing. So, it needs to be developed more to catch the students' interest. Moreover, the availability of supplementary reading materials in the market cannot be found, the bookstores only sell general English textbooks intended for eighth graders of junior high school.

Based on the problems discussed above, the researcher believes that it is necessary to develop reading materials as workbook material to fulfil students' needs [13, 14]. The main purpose of developing textbook material is to provide proper material for teaching and learning.

The Nature of Reading is an approach in a thinking process – one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content [15, 16]. Numerous strategies for perceiving patterns and structure within sentences are included. In addition, reading is the fluent process of readers a combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated [17, 18].

Theories of Reading is one of my English skills besides speaking, listening, and reading. It is the way to understand a written message. reading is a result of the interaction between the writer's mind and the reader's mind. Reading is an interaction between reader and text. [19, 20]claims that reading requires efficient knowledge of the world and a given topic also an efficient knowledge of the language. See reading as the ability to draw the meaning from the printed page and interpret the information appropriately. Points out that reading means the reader's thinking process connects to the information or text and the prior knowledge which is to comprehend what the writer refers to.

Teaching means showing and helping someone to learn how to do something. Giving instructions, and guiding in the study of something with knowledge causes someone to know or understand. In conclusion, teaching is guiding and facilitating learning enabling the learning to improve skills and attitudes. It means that teaching is not only about transferring the information to the students but the teacher also must teach attitude to students; it is caused the parents hope that the children can have good knowledge and attitude.

There are eight principles for teaching reading, designing interactive reading techniques must be related to the specific principles, which can be described as exploiting the reader's background knowledge, Building a strong vocabulary base, Teaching for comprehension, Working on increasing the reading rate, Teaching reading strategies, Encourage readers to transform strategies into skills, Building assessment and evaluation into your teaching, Strive for continuous improvement as a reading teacher.

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The success of instruction is often determined by the availability of materials. materials are an important element within a curriculum and are often the most tangible and visible aspect of it. While the syllabus defines the goal and the objectives, the linguistic and experiential content, instructional material can put flesh on the bones of these specifications.

Task-based language teaching is an approach that is based on communicative competence by using task-based instruction to emphasize the core of developing materials task-based instruction emphasizes the learning materials by using tasks as the primary unit that is used. Therefore, designing learning materials by using task-based instruction is suitable for the students because the tasks are based on the target needs. Developing the learning materials based on the students' needs allows the students can understand the materials easily. In addition, Task-Based Language Teaching also focuses on how the students communicate in their daily lives or outside the classroom in their learning materials by using an authentic text, because the students are expected to be able to communicate with other people outside the classroom.

The task-based language teaching method in teaching reading is an alternative presented by the researcher in this study. According to [21, 22] teaching reading using the TBL method requires students to interact with the task. Because the TBL method does not center on the teacher, it requires students to be actively involved in their learning of reading comprehension. Four principles of reading are Meaning-focused input, Meaning-focused output, Language-focused learning, and Fluency development [23].

## 2. RESEARCH METHODS

In this study, the model of research and developed. Educational research and development are a process used to develop and validate an educational product. The term product refers not only to material objects such as textbooks, worksheets, syllabi, instructional media, and so on. Research and development design is considered the appropriate design to employ for this research since this research is aimed at developing the material for facilitating reading that is more interesting, practical, effective, and able to make students achieve their competence in reading comprehension. **[24]** consists of seven stages, they are: first analysis is to analyze the need of criteria to do research and development. Second, is material development. Third expert validation. Fourth, first revision. The fifth stage is a tryout. Sixth is the second revision. The seventh stage is the final product.

## 3. RESULTS AND DISCUSSION

1.    Need Analysis

The first question was the students' responses to the question about the design, it was, then, concluded that 68% of students chose colorful pictures and colorful photos could help them understand reading materials. Nevertheless, students also claimed that both colorful pictures and photos were more interesting than black and white ones.

The second and Third questions are Regarding the materials, 32% of students acknowledged that the reading materials which were preceded with a vocabulary list believed to make them easier to understand the

material, and 20% of students responded that the reading material must related to the interesting topic, 40% of students' responses that the materials containing the information which followed by related pictures could help them understanding the reading materials. In addition, they claimed that the reading materials contained the needed information, new information about the world around them, as well as followed by some pictures related to the task instruction of the text.

For the fourth question Regarding the exercise in the current textbook, only a few (12%) of the students answered that they could do all of the exercises correctly and easily, many of them (16%) said that they could answer more than half of the total exercise correctly, (52%) others acknowledged that they could finish less than a half of the total exercises correctly, meanwhile, none of them said that they could not finish the exercises at all. Therefore, it could be concluded that the exercises in the current textbook were about the right level of difficulty for the students. At last, all (100%) of the students considered the topic interesting when (1) they had a relation with the interesting topic, (2) they had a direct relation containing new information, and the text contained with picture that they wanted to know. Regarding the themes or topic of the text, most of the students (35%) chose the text that talks about history, and 17% of students chose themes about legend and 29% about myth.

The data taken from the checklist and interview with the English teacher covered some information needed for developing reading materials as supplementary English reading Books. Started with questions about the design, topic, exercise, and skills of the existing book used by the school and continued with the teacher's opinion and suggestions for developing the reading materials. In line with the result of the identification of the checklist and interview several conclusions can be drawn: Obtaining information, The Design, The Skill, Topics, Exercise, and Method.

Moreover, the supplementary English reading material for students of the eighth grade that has been developed was appropriate for the students' target need and learning need, because the book by using task-based language teaching can be applied as additional material to help the students to comprehend the reading material. the result of the need analysis, some facts from the result of the questionnaires became the basis for the researcher in making the product.

2.      Material Development

After conducting the need analysis, the researcher wrote the course grid as the guideline for developing the learning materials for the reading course. The course grid was reading based on the results of the need analysis and the basic competence of curriculum 2013. The course grid used the basic competencies of descriptive texts, recount text, and narrative text The learning materials development was based on Task-Based Language Teaching. The first unit was a descriptive text about famous people. The second unit presented recount text about memorable moments. The third unit was the descriptive text about famous places. The fourth units were narrative texts which about Indonesian folklore.

The learning objectives of the lesson were important for the students to make them understand the generic structure of the language features of the descriptive text, narrative text, and recount text. After deciding the learning objectives, the indicators were listed in detail. Some indicators in each chapter indicated the abilities that should be learned by the students in every chapter.

Material development the researcher develops the material based on the result of the need analysis. The standard competence, Social functional, Text structure, Topic, Skill focus, and Indicator. The supplementary book consists of three chapters and the approach of the book is task-based language teaching. It is conducted in six stages of the activities for each chapter consisting of pre-task, task cycle, and focus language, and each chapter has a novel topic.

3.      The Result of Expert Validation

Expert validation is the process of judging and evaluating the developed materials by an expert. This was the next process to do after the draft of the materials had been developed. The purpose of the expert validation is to get the needed information as much as possible and get approval. In line with this, the draft of the materials was consulted by the expert; material development expert, and practitioner. To evaluate the draft, the researcher arranged a validation form to be filled out by the experts. They validated the content, language, and design.

In addition, the result of an interview with an English language teacher said that teaching the English language is important because by learners the students can more creatively develop the ability their literature, the reference which used taken from LKS eighth grade of junior high school, so the researcher developed the materials from LKS because LKS that used unclear. Then, the difficulty faced by the teacher in teaching is

reading because most students can't make sentences and phrases correctly researchers, especially in reading skills.

4.  Tryout

The next step is to get the evaluation the researcher does the try-out to obtain feedback from students. This process proposes to know whether the English product is good enough to apply or still needs revision.

From the result of the first expert validation, there some aspects must be revised such as adding pictures in each chapter that are related to the topic and the coverage appropriate to the skill. As a result of the eighth-grade expert validation, the researcher must add an example in each chapter after explaining the material, and also the researcher has to replace instruction to be more easily understood. Based on the expert validation, the feasibility data obtained from English reading materials and improvement suggestions. The suggestion is used for product revision. The revision was also done twice, revisions were done at the suggestion of the English lecturers as materials expert and design expert.

5.  Revision

After the try-out, the next step is revision II. In this step, the researcher revises the book based on the result of the try-out, based on it, the researcher can find what wants students from the material This is the last step of revision to make the product better and acceptable, and also the book is ready to be published, the book is appropriate the target of teaching and learning process.

Based on the result of the Eighth-grade questionnaire given to the students, some of them added that they enjoyed the books and were satisfied, and some of them added that the book still needed to be revised by adding more and more examples. Thus, the researcher revised the book as the students need to be more understood and enjoyed by the students. The result from the try-out showed the researcher that the images used were appropriate and interesting.

6.  Final Product

After being validated by the experts, revisionists, and trout, the final product of this development is the book with the title "Reading is Fun". The Supplementary book was completed with an attractive cover; preface, book, map, and colorful table of contents, there were colorful pictures in each unit, clear illustrations, and key answers for independent learning. The supplementary book consists of 4 units, two units were descriptive text, one unit for recount text, and one unit for narrative text. Some of the texts in this supplementary reading book were adapted from the internet and English books. Due to the limitation of time in developing this supplementary book, the researcher did not conduct the try-out in the classroom. When the material was ready to apply, the second semester of the school year had already finished.

The English supplementary speaking materials based on contextual teaching and learning for high school students were considered good books and appropriate. The appropriate supplementary speaking material based on contextual teaching and learning for high school students books can be applied to tent students of high school. Finally, after try-out and Second revision, the book is readily published to students of eighth-grade SMP Muallimat Gresik.

## 4. CONCLUSIONS

The supplementary reading materials answered the problem stated in the background and the statement of the problem, and it suits the aims of this study developing reading materials as supplementary for the second semester for the eighth-grade students of SMP Muallimat Gresik. The supplementary reading material was developed based on the student's needs and based on the student's daily life situation. The supplementary reading materials were also developed based on the English teacher's suggestion to develop supplementary reading materials that focus on the descriptive, recount text, and narrative text. The developed supplementary reading materials have several good and weak points after the experts give evaluation; therefore, the weak points of the materials need to be improved. The materials were completed with a colorful cover and illustration, preface, book mapping, table of contents, 4 units, and key answer. The topics chosen were under consideration in that they related to the student's interests. Each chapter was completed with colorful illustrations to attract the students' attention. The draft of the materials was developed based on the standard of competence and basic competence in the curriculum for junior high school.

The supplementary reading book of this researcher has several strengths, firstly the supplementary reading book contains an interesting topic and picture. Secondly, the supplementary reading book is presented easily. Thirdly, the language used in the supplementary reading book is appropriate to the student's level of ability. It means that the language used can help the students to understand the materials as easily as possible.

Besides the strengths, the supplementary reading book also has several weaknesses. Firstly, the supplementary reading book only has four units. Secondly, due to the limitation of time, the supplementary reading book was not applied in the try-out phase. The researcher does not know the acceptability and the effectiveness of this supplementary reading book.

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