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JURNAL ILMIAH ISLAM DAN SOSIAL

FIQIH LEGAL MAXIM KAIDAH FIQIH DALAM MUAMALAH

Oleh: Siliwangi

SAKSI DALAM PERNIKAHAN (Studi terhadap Saksi Perempuan dalam Fiqih Islam)

Oleh: Yulianti

PENINGKATAN DAYA SAING MADRASAH MELALUI KEPEMIMPINAN KEPALA MADRASAH ALIYAH NEGERI SE KALIMANTAN TIMUR

Oleh: Ity Rukiyah

KEDUDUKAN TASAWUF DALAM ISLAM (Studi tentang Unsur-Unsur Munculnya Tasawuf)

Oleh: Muhrin

PEMBELAJARAN PENDIDIKAN AGAMA ISLAM MELALUI STRATEGI *THE POWER OF TWO*

Oleh: Syahraman

DEVELOPING SUPPLEMENTARY WRITING MATERIALS FOR THE SEVENTH-GRADE STUDENTS AT MTSN MODEL MARTAPURA

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DEVELOPING SUPPLEMENTARY WRITING MATERIALS FOR THE SEVENTH-GRADE STUDENTS AT MTSN MODEL MARTAPURA

Oleh: Ridhani Fizi*

Abstrak

The objective of the study is to develop supplementary writing materials for seventh-grade students of junior high school. It based on the finding taken from the students' needs of the seventh-grade students at MTsN Model Martapura. It is found that the problem faced by the students is the low ability to write in English. Moreover, the writing materials in the existing book used by the school are too limited in scope of writing. Therefore, this study was conducted for the purpose of developing the supplementary materials for writing. Based on the result of identification of the checklist after try-out, the data were generally applicable for the seventh-grade. The materials in each unit is relevant to the objective of the lesson, the design of the materials is interesting because the pictures are full color, the instructions of the materials are understandable, the materials covered the students' need on functional texts, the level of difficulty of the language is appropriate to use their level. Based on the result of the data analysis, it can be concluded that the developed materials are categorized good and can be used as supplementary writing materials for the seventh grade students of MTsN Model Martapura.

Kata kunci : Supplementary Materials, Writing Ability, Functional Text

A. Preliminary

In Indonesia, English is considered as one of foreign language and becomes compulsory subject, which is learned by the student from the junior high school up to university level. Therefore, it is necessary for students to improve their English to be better. There are many reasons why students need to be good and to be fluent in English. They are to continue their studies at university and to have a successful career in the future.

In junior high school context in Indonesia, writing is taught to enable students to express and respond to meaningful ideas in the forms of recount texts, narrative text, procedure texts, descriptive texts, report texts, exposition texts, news items, poems, song and short functional texts (advertisements, notices, announcements, letters etc.) in every day

context related to mathematics, science, and technology.¹

Among four language skills that are taught in high school, writing is considered the most difficult one to be learned and mastered and it should be taught from the early level in the junior high school. Tribble stated that writing is a language skill that is difficult to acquire that should be taught to the language learners.²

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¹ Dikdasmen. 2011. *Materi Bimbingan Teknis Pembelajaran Bagi Guru Rintisan SMP BI Tahun 2011*. Kementerian Pendidikan Nasional, Direktorat Jenderal Pendidikan Dasar, Direktorat Sekolah Menengah Pertama (Dikdasmen, 2011:17-18).

² Tribble, C. 1996. *Writing*. Oxford: Oxford University Press.

<http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf>,

There are several reasons as the basis of why writing should be mastered by the students. First, the effective communication can take place through the medium of writing. Second, the academic writing is emphasized on much greater accuracy and formal language that can be used by the students to reach their informational level.³ Third, writing is regarded as a language based skill that assists students to learn English.

In fact, at MTsN Model Martapura, there are only a few students who can write and speak well. They face some problems in writing. Meanwhile, writing is considered as one way for the students to express their ideas. Yet, there are many students who are still confused about how to express their ideas in writing because they probably lack of knowledge about writing correctly.

We can see based on the statement above, it is commonly believed that writing is not an easy skill to master. It is also supported by following reasons. First, most of the students have difficulties in grammar and structure. Second, the materials do not intensive with the students' need.

One way that can help the students appreciate and be more interested in writing is by providing suitable writing materials. There are many textbooks that can be used as sources of materials in English teaching and learning process. It makes the teacher confused to choose a good texts book for their students. They should choose, classify, and combine those sources to get the suitable materials to be used.

Richard and Renandya said that role and uses of material in a language

program is a significant aspect of language curriculum development.⁴

Considering the fact that textbook and workbook used by seventh grade students MTsN Model Martapura only have small portion of writing activities, creating a supplementary writing material is crucial. This is because the role of textbook or workbooks is very essential in language teaching. Richard stated that textbooks are the key components in most language programs. They serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.⁵

Regarding the essential role of textbook or workbook in classrooms activities, some teachers prefer commercial textbook or workbook to their own created material. In terms of practically, those teachers' choice in using commercial textbook or workbook could be tempting.

Considering the points above the researcher conducted a research in developing supplementary writing materials for the seventh grade students at MTsN Model Martapura that are relevant to the students' need and interest to overcome the problem.

The objective of this study is to develop supplementary writing material for seventh grade students at MTsN Model Martapura.

retrieved on November 4th, 2013.
(1996:3)

³ Richard, J.C. 2011. *The Role of textbook in Language Program*. (Online), <http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf>,

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(Riddle, 2003:130).

⁴ Richard, J.C. 2002. *Curriculum Development in Language Teaching*. USA: Cambridge University Press. (2002:66)

⁵ Richard, J.C. 2011. *The Role of textbook in Language Program*. (Online), <http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf>,

retrieved on November 4th, 2013.
(2011:1)

B. Method

1. Model of Development

For the purpose of developing supplementary writing materials, the models of research and development proposed by Borg & Gall was adapted.⁶ The R&D cycle based on Borg and Gall consists of ten stage, they are: First need analysis. Second, is planning. Third, develop of product. Fourth is preliminary field-testing. Fifth stage is main product revision. Sixth is main field-testing. Seventh stage is operational product revision. Eighth stage is operational field testing. Ninth stage is final product revision. The last stage is dissemination and implementation. The activities in the proposed model which are good in terms of developing materials, the activities are simplified into four main steps. It consists of carrying out need analysis as information collecting activity, developing the product, validating it with the experts and trying it out in the field.

2. Subject of the study

The subjects of the study were students at MTsN Model Martapura for the first semester. The respondents were 30 students taken from 7 E class.

3. Research instrument

The instruments used in collecting data were questionnaire, and interview guide. The questionnaire was used to cover the information about student's preferences in learning English related to their needs on writing functional texts. The questionnaire was given to the students and English teacher. The interview guide was used to verify the answers of the questionnaire from the teacher. The data obtained from the needs analysis were presented descriptively. Prior to its utilization, the instruments

were validated by two experts and tried out for accuracy and relevancy of contents and clarity of instructions and the rephrasing of sentences in the instruments. Necessary revision were made based on the experts feedback.

4. Results and Development

The data taken from the students were about the students' experience in learning materials to write from the previous materials and their need for the writing materials. To get the data, the researcher-distributed questionnaire to the seventh – grade MTsN Students. The respondents were 30 students taken from 7 E class.

5. Data Obtained from the Questionnaire to the Students

In relation to the need for the writing materials, 100% of students stated that the interesting design is really needed, 93% claimed that colorful pictures are more interesting than black and white pictures. Furthermore, 100% of the respondents stated that the colorful pictures make them easy to understand the lesson and the exercise given.

Concerning the topic, 100% of the respondents claimed that the writing materials of functional texts is needed and can be used in their daily lives. Regarding the exercises in the current textbook, only a few (16, 6%) of the students answered that they could do all of the exercise correctly and easily, many of them (50%) said that they could answer more than half of the total exercise correctly.

6. The Data Obtained From the Questionnaire and Interview to the Teacher

The questionnaire and interview was conducted on March 17th 2014. The data taken from the questionnaire and interview to the teacher covered some fundamental information needed for developing the materials.

In line with the result of identification of the questionnaire and

⁶ Borg, W. and Gall, M.D. 1983. *Educational Research: an Introduction*. New York: Longman, Inc.

interview, several conclusions could be drawn as follows:

a. Goals

After coordinating the aims of the existing book with the MTsN curriculum for Junior High School it could be concluded that the book was arranged in line with the goals as they were stated in the basic competence. Considering the needs of the learners, the book has fulfilled needs of the learners.

b. Design

Based on the result of analysis, it was concluded that the pictures, graphs, tables or other kinds of illustrations in the existing book need to be developed. Colorful pictures are more interesting than black and white ones.

c. The Skills

Responding to the two questions about the skills, the teacher acknowledge that the developed materials of writing skills is urgently needed for MTsN students because it will give additional value for them to write any kind of report for their school subjects' assignments especially for math, science, English itself or outdoor activity.

d. Topics

Based on the responses given on the questionnaire and interview about the topics, it can be said that there are some topics that needed to be developed to deal with the curriculum, the topics should be relevant to the students' daily life and have relation with the academic context.

e. Exercises

By answering the six questions about the exercises, it can be concluded that the language used in the exercises of the existing book is at the right level of students' ability. Besides, the teacher thought that the exercises in the developed materials should be related to the teaching and learning situation and students' needs.

f. Method

Responding to the two questions on the method, it can be stated that the use of various techniques in delivering the new materials will make the teaching and learning situation more meaningful and interesting.

C. The Draft of the Materials Development

Considering the results of the needs analysis, the first draft of the materials was developed based on the standard of competence and basic competence in the curriculum for MTsN 2007. The draft of the materials was developed in the form of supplementary book for writing containing functional texts and designed for seventh grade MTsN students in the first semester. The supplementary were developed into five units which topics as a heading in each unit. The topics were chosen based on consideration that they can give meaningful experience to the students.

D. The Result of Expert Validation

The draft of the materials were given to the first expert (E1) on April 30th 2014, and returned to the researcher on May 5th 2014. On the other hand, the draft of the materials were given to the second expert (E2) on May 14th 2014, and returned to the researcher on May 28th 2014.

From the evaluation done by the materials development expert and practitioner, it was found that the draft of the materials which had been developed had a number of good and the weak points.

E. Revision of the Product

Based on the comments and suggestions given during the experts' validation, the draft was revised in the hope that the presentation of the whole materials becomes effective, useful,

attractive, clear, appropriate, suitable, and arouse students' interest by which finally can motivate them to learn. After revision, the second draft of the materials was produced.

F. The Tryout of the Developed Materials

The try out began from May 30th 2014 – June 3rd 2014 for four meetings. The subjects of the try out were the seventh grade students. The subjects were 30 students from 7E class. It started from 07:40 to 09:00 a.m from Friday to Tuesday.

G. Revision of the Material after Try-out

After having try-out and collecting the data from the checklist and from the input during the try-out, the researcher revised the lack and weaknesses of the developed materials to suit the students' needs. Those lacks or weakness from this product are such as has been mentioned in the table above, mistyping, and length of the text or sentences on the instruction or on the content.

H. The Final Product

After being validated by the expert and practitioner and after the materials went through the try-out and revisions, the drafts of the materials were completely developed. The final product of this development is the book with title **"Let's Write Functional Texts for Seventh Grade of Junior High School"**. The book consists of five units. The five topics are identity card, timetable, family diagram, invitation card, notices.

I. Conclusion and Suggestion

1. Conclusion

Having been tried out it reveals that the supplementary materials

answered that problem stated in the background and it suits the aims of this study at developing supplementary writing materials for the seventh – grade students at MTsN Model Martapura. This supplementary writing materials which focuses on the functional texts can meet the students needs, and the arrangement of the materials which is presented on the basis of teaching – learning cycles adapted from Feez in Hyland (2003:138) covering building knowledge of the field (BKOF), modeling of the text (MOT), join construction of the text (JCOT), and individual construction of the text (ICOT) enable the students to learn to write. BKOF and MOT interest the students to know more about the topic that are going to be discussed, JCOT encourage them to learn the expressions and practice them in the exercise by working cooperatively with their friends, ICOT lets the students to generate their own ideas to create writing product. Teacher/peer checklist in the assessment as a part of a writing process model adapted from Hyland (2003:11) is also one of the important aspects that accommodate the students revise their product into the final based on the criteria given. Furthermore, this supplementary writing materials which has colorful design proved that it captivates students to get knowledge on it.

2. Suggestion

In the classroom practice, two possible problems might be faced by the English teacher when using the product. The first related to selection of the functional texts used in the materials. Every teacher has his/her own belief, experience, and knowledge of their students, and so they might have their own choice, which would be more appropriate. The second is related to the writing practice by using the writing process approach. In the checklist of

teacher/peer assessment, the aspect used in the evaluation might be different. The teacher is free to determine the aspects to be used as the criteria in the evaluation. The students who will use this product should pay attention to the teacher/peer checklist in the assessment, especially while they have to respond the checklist containing the aspects of the evaluation because this is actually the core of the activity to improve the writing ability. In relation to the improvement of the product, it is necessary for the researcher or other people who are interested in this product to provide sufficient time especially in the try-out to all units.

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