DEVELOPING SUPPLEMENTARY READING MATERIALS USING INTERMEDIATE LEVEL NOVELS

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ABSTRACT

This study was conducted to design a set of English supplementary reading materials using intermediate level novels for the semester two students at a Foreign Language Academy in Indonesia. There were two problems considered in this study. The first problem dealt with how a set of English supplementary reading materials using intermediate level novels was designed. The second problem dealt with what the designed set of materials would look like. The writer conducted pre-design and post-design surveys to solve the problems above. The pre-design survey was aimed at gaining information for a needs analysis, which was to design the materials. This was done by distributing the questionnaires to the students and interviewing related English Reading lecturer. The post-design survey was aimed at gaining feedback and evaluation from two English lecturers for the designed set of materials. In designing the materials, the writer applied eight steps which were adapted from Kemp's and Yalden's Instructional Design. The writer developed eight units which were determined according to the needs survey. Furthermore, each unit consisted of three sections, namely Setting the context, Reading the text and Responding to the text. The designed set of materials was fairly good and acceptable. The designed materials were good and acceptable

Keywords : Supplementary reading, materials, novels,

INTRODUCTION

It is obvious that English as a means of communication plays many vital roles in this modern life. Considering the importance of English in Indonesia, the government realises that English should be involved in Indonesian education system. As the evidence; first, every university or college in Indonesia always puts English as one of the subjects which is tested for SMA graduate who wants to enter a faculty.

Secondly, one who masters English has more chances to get a job both in foreign and domestic companies. Moreover, modern sciences and new innovation are mostly written in English. Therefore, one who is able to read and comprehend those books is one step ahead than one who is not.

Realizing the situation and the need that appear in Indonesia nowadays, the government tries to make some improvements in the field of education. One of the examples in education is by reading comprehension. Reading comprehension gets more attention and is put as the priority in learning English. We can see in the curriculum that reading skill gets the most time allotment. All of the facts stated above make us see how important reading skills, especially reading comprehension, are. As Bright and Mc Gregor say: (1973: 52)

> Only by reading can the pupil acquire the speed and skill he will need for practical purposes when he leaves school. In our literate society, it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it.

Proficiency in the English language covers four skills: listening, speaking, reading, and writing. In order to master the four skills, the theories and the skills of learning, students need to study and enrich their knowledge. One of the bases of studying and enriching knowledge is reading. In this case, students need at least to be able to read an English text, trying to catch the writer's idea and then begin to synchronise it to their ideas. Therefore, reading is the first skill that should be mastered in order to be able to master the other skills of a target language (Carrel, 1988). Reading is a way to gather information and knowledge since many sources are in written form, such as; science, art, technology, discoveries, and inventions. Thus, reading people can learn many things. The more people read, the more people learn.

The teacher has to create interesting English learning in order that the students will pay much attention to it. The most important thing in learning English is that a teacher has to avoid boring situation for the students.

One activity which can avoid such boring situation is reading a novel. The teacher may create an interesting way of learning the reading material. It is not difficult to teach reading using a novel. The teacher can ask the students to read the novel correctly so that they can eventually understand the content of the novel (comprehension).

Reading a novel is a familiar and good habit. People like reading novels, especially teenagers. Based on the survey in ABA Widya Dharma college in Pontianak 95,2% students are interested in reading skill, for that reason, this study attempts to teach reading skill by applying intermediate English level novels.

The reason why the writer use intermediate English level novels because the story is very interesting has a high-value education about morality, has a glossary and easy to understand. Using intermediate level novels, the students can learn the reading skill while having fun. It is fun because the story is various, easy to understand, and interesting. Asking the students to read an intermediate level novel make them feel curious and it stimulates them to read more and more.

The writer chose the second-semester students in designing the materials because of the materials itself very suitable for them, not too difficult and not too easy. The writer also chose ABA Widya Dharma college because based on the survey, that college is interested in learning the reading skill through novels.

In this research, the students' reading skill were analyzed by giving them designing reading module to test them. So, it was very important to know how the students' responses to solve the problems and how far they understand or comprehend the reading skill well. Based on the background previously presented, the problem formulation is a set of English supplementary reading materials using intermediate level novels for the second-semester students of ABA Widya Dharma college designed, and the designed set of materials look like. Purposes of the study are: (1) To design a set of English supplementary reading materials for the second semester of ABA

Widya Dharma students using intermediate level novels and (2)   To present a set of English supplementary reading materials for the second semester of ABA Widya Dharma students.

METHOD

In this study, the writer used the Research and Development method. Educational Research and Development is a process used to develop and validate educational products. This method is based on Walter R. Borg (1983: 772). R and D functions as the "umbrella" to justify the writer's model. In designing the materials, the writer applied eight steps which were adapted from Kemp's and Yalden's Instructional Design. The steps were: (1) Conducting a Needs Survey, (2) Determining Goals, Topics, and Purposes, (3) Learner Characteristics, (4) Formulating Specific Instructional Objectives, (5) Listing Subject Contents, (6) Selecting Teaching and Learning Activities, (7) Support Services, (8) Evaluating and Revising

The writer conducted surveys in this study. "A survey is a research technique in which data is gathered by asking questions of a group of individuals called respondents" (Ary et al., 2002: 374). This survey was done by using questionnaires with the purpose of obtaining the data for the needs analysis of this study and the evaluation of the proposed set of English instructional materials. There are two kinds of survey that the researchers propose

 a) *Survey to find learners' needs (pre-design survey)*

This survey was conducted by distributing open-ended questionnaires to twenty-one semester two students at Foreign Language Academy of Widya Dharma. The purpose of this survey was to find out the needs of the target learners so that the writer could design the materials relevant to the target needs.

The data of the questionnaires for the students as the needs' survey were calculated as follows:

$$\frac{N}{\Sigma N} \times 100 \%$$
N =the number of the students
   N = total students

b) *Survey to obtain feedback (post-design survey)*

This survey was for materials evaluation. In this survey, the writer distributed the questionnaires to two lecturers and the twenty-one students at second-semester students of Foreign Language Academy of Widya Dharma. The questionnaire contains questions and alternative answers. The students will choose the answers that will be provided. The result of the survey from the respondents about the designed materials was used in the construction of the final version of the materials design set using intermediate level novels based on works

of literature for the second-semester students of Foreign Language Academy of Widya Dharma.

N: The total number of respondents

Mn: Mean, indicators of central tendency of the set of scores. The formulation of the mean is presented as follows:

$$\bar{X} = \frac{X}{N}$$

Note:

X : the sum of respondents' answer

N : the number of respondents

$\bar{X}$: Mean (the average point)

FINDINGS AND DISCUSSION

1. **Conducting a Needs Survey**

The needs survey was carried out to find out the learners' needs. Therefore, the writer asked twenty one second semester students at Foreign Language Academy of Widya dharma.

The result of Questionnaire for the students are as follows :

Table 1 Need Analysis

Questions	Responses	Frequency	Percentage	comments
1. Are you interested in reading skills?	Yes	20	95.24	
	No	1	4.76	
2. In your opinion, are reading skills important?	Yes	21	100	
	No	0	0	
3. In order to read, is the ability to analyze and comprehend texts important?	Yes	19	90.48	
	No	2	9.52	
4. In your opinion, to what extent are reading skills important for your present and future life?	Very important	10	47.62	
	Important	11	52.38	
	Unimportant	0	0	

	Unimportant at all	0	0	
5. Do you think your reading skill needs to be improved and enhanced?	Yes	21	100	
	No	0	0	
6. Do you know the aspects to be mastered in reading skill? if Yes *mention	Yes	11	52.38	Observation and guessing skill, Read repeatedly, understand the meaning of each sentence, comprehension
	No	10	47.62	
7. Do you have any difficulties reading English texts? if Yes *mention	Yes	17	80.95	confused for the new word or do not know the meaning
	No	4	19.05	
8. What kinds of resources does your teacher give you?	Newspaper	0	0	
	Magazine	1	4.76	
	Book/journal	18	85.71	
	Others*	2	9.52	fable and story
9. Do the techniques given by your teacher help you in reading English texts?	Yes	21	100	
	No	0	0	
10. Are you interested in reading English texts based on works of literature such a novel?	Yes	16	76.19	
	No	5	23.81	
11. What kinds of literary topics do you like most? You may choose eight topics you like!**others	Love	12	57.14	
	Adventure	15	71.43	
	Morality	9	42.86	
	Culture	6	28.57	
	Life and Death	8	38.1	
	Friendship	14	66.67	
	Growing up	5	23.81	
	Family	8	38.1	
	Humour	12	57.14	
	Vacation	7	33.33	
	Fantasy	2	9.52	
	Animals	1	4.76	
12. What activities do you want in reading, based on		1	4.76	

works of literature? You may choose more than one! **	Pair work			
	Group work	17	80.95	
	Using pictures	3	14.29	
13. What is your suggestion about the using of English text that you want to apply in your school? Free answer as an opinion and summarized it*				Read aloud the text and repeat, add individual and pair task, use simple words,
14. What is your technique that you use to understand the English text?	always consult a dictionary when finding a difficult word	10	47.62	
	scanning	3	14.29	
	guessing	8	38.1	
	skimming	0	0	
15. Does reading a novel give you a big contribution in the ability to read and new vocabulary?	Yes	20	95.24	
	No	1	4.76	
16. Does by reading a novel, will you get the other skills that you can use to work later?	Yes	19	90.48	
	No	2	9.52	
17. Does the learning method by reading a novel have a tight relation with the education development?	Yes	18	85.71	
	No	3	14.29	
18. Do you feel satisfied with the materials that you learn in class?	Yes	18	85.71	
	No	3	14.29	
19. Do you have a high motivation when reading an English novel?	Yes	14	66.67	
	No	7	33.33	
20. Does reading an English novel is important to increase the ability of English?	Yes	20	95.24	
	No	1	4.76	

From the table above some facts are revealed that 95.24% of the respondents were interested in reading. 100 % of the respondents agreed that reading is important. 90.48 % of the respondents thought that the ability to analyze and comprehend texts important in reading. 47.62 % of the respondents considered reading skills important for their present

and future life was very important and 52.38 % of the respondents answered important. 100 % of the respondents thought that their reading skill needed to be improved and enhanced. 52.38% of the respondents knew the aspects to be mastered in reading skill. 80.95% of the respondents had difficulties in reading English texts especially when they found new words. 4.76 magazine, 85.71 books, 9.52 fable and story. 100 % of the respondents agreed that techniques given by their teacher help them in reading English texts. 76.19 % of the respondents were interested in reading English texts based on works of literature. Most of the respondents selected adventure, love, friendship, and humour as the topics for the book. The activities they want to have in reading, based on works of literature were group work and using pictures. The suggestions from the respondents were reading aloud the text and repeating, adding individual and pair task, and using simple words. The techniques that the respondents used to understand the English text were consulting dictionary whenever they found difficult words, scanning, and guessing. 95.24 % of the respondents agreed that reading a novel gave them a big contribution in ability to read a new vocabulary. 90.48 % of the respondents thought that reading a novel will get the other skills that you can use to work later. The learning method by reading a novel has a tight relation with the education development. 85.71% of the respondents feel satisfied with the materials that you learn in class. 66.67% of the respondents have a high motivation when reading an English novel. 95.24 % of the respondents stated that reading an English novel is important to increase the ability of English.

2. **Determining Goals, topics, and general purposes**

The goal of this study was "*to understand the meaning of short written functional text and simple essay in the forms of report, narrative and analytical exposition in daily life context and to access knowledge*" by using intermediate level novels. Based on the goal above, the writer listed the topics to be presented at each meeting. The writer considered that the topics are interesting for the students and are provided in simple English. Furthermore, the students could have various and fun activities related to the topics given. The writer, then, developed eight topics based on the students' choices in the needs' survey. The consideration of arranging the topics is the easiest to the most difficult ones. The topics and titles are listed as follows:

Table 2 The Topic and the Title of the Novel

No	Topic	Title of The Novel
1.	Expressing Love	The Beautiful and the Damned
2.	Expressing Happiness	The Beautiful and the Damned
3.	Expressing Anger	The Beautiful and the Damned
4.	Expressing Anxiety	The Beautiful and the Damned
5.	The Meaning of Christmas	A Christmas Carol

6.	Life	A Christmas Carol
7.	The Adventure	The Adventures of Tom Sawyer
8.	Runaway	The Loneliness of the Long Distance Runner

The *purposes* are revealed as the *Basic Competences "to respond to the meaning and rhetorical way of written text essay accurately, fluently and acceptable in daily life context and to access knowledge in the forms text of report, narrative and analytical exposition"*. They refer to what intended skills will be mastered by the students. The basic competence covers four skills: listening, speaking, reading and writing. The writer then combined at least two skills for each meeting in order to create communication in the classroom.

3. Learner Characteristics

The students in this study, the writer conducted a survey to students. From the survey, the writer knows what the students need and want to improve their skill, especially in Reading skill. The design that the writer creates is already appropriate for them. From a survey, the writer knows what the weaknesses of the students was they cannot master or learn English well because they lack reading comprehension.

4. Formulating Specific Instructional Objectives

The Basic Competences were important to be specified in every meeting. They were aimed at making indicators of what learner should achieve. In this study, the writer uses the term *"indicators"* to replace the terms *"Specific Learning Objectives"* as the implementation of the Curriculum which was applied in this study.

The following table gave a clear description of the *Indicators:*

Table 3 The Indicators

No.	Topic	Title	Indicators
1.	Expressing Love	The Beautiful and the Damned	At the end of the meeting, the students are able to: 1. Gain the general ideas about the content of the passage. 2. Apply important vocabulary in reading the passage. 3. Read the passage carefully and understanding the meaning. 4. Find the supporting details of the passage. 5. Respond to the chapter by giving a comment or an opinion.

2.	Expressing Happiness	The Beautiful and the Damned	At the end of the meeting, the students are able to: 1. Gain the general ideas about the the content of the passage. 2. Apply important vocabulary in reading the passage. 3. Read the passage carefully and understanding the meaning. 4. Find the supporting details of the passage. 5. Respond to the chapter by telling the experiences about the happiest moment.
3	Expressing Anger	The Beautiful and the Damned	At the end of the meeting, the students are able to: 1. Gain the general ideas about the content of the passage. 2. Apply important vocabulary in reading the passage. 3. Read the passage carefully and understanding the meaning. 4. Find the supporting details of the passage. 5. Respond to the text by recalling memories about experience when felt angry.
4.	Expressing Anxiety	The Beautiful and the Damned	At the end of the meeting, the students are able to: 1. Gain the general ideas about the content of the passage. 2. Apply important vocabulary in reading the passage. 3. Read the passage carefully and understanding the meaning. 4. Find the supporting details of the passage. 5. Focus on reading: visualizing by underline any words or phrases about expressing anxiety.
.	The Meaning of Christmas	A Christmas Carol	At the end of the meeting, the students are able to: 1. Gain the general ideas about the content of the passage. 2. Apply important vocabulary in reading the passage. 3. Read the passage carefully and understanding the meaning. 4. Find the supporting details of the passage. 5. Respond to the chapter by writing narrative composition continuing the chapter with our imagination.
6.	Life and Death	A Christmas Carol	At the end of the meeting, the students are able to: 1. Gain the general ideas about the content of the passage. 2. Apply important vocabulary in reading the passage. 3. Read the passage carefully and understanding the meaning.

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4. Find the supporting details of the passage.
5. Complete the missing words from a song.

| 7. | Adventure | The Loneliness of the Long Distance Runner | At the end of the meeting, the students are able to:
1. Gain the general ideas about the content of the passage.
2. Apply important vocabulary in reading the passage.
3. Read the passage carefully and understanding the meaning.
4. Find the supporting details of the passage.
5. Respond to the chapter by giving a comment or an opinion. |
| 8 | Runaway | The Loneliness of the Long Distance Runner | At the end of the meeting, the students are able to:
1. Gain the general ideas about the content of the passage.
2. Apply important vocabulary in reading the passage.
3. Read the passage carefully and understanding the meaning.
4. Find the supporting details of the passage.
5. Identify key literary elements, e.g. sensory images. |

5.   Listing Subject Contents

Content is identified based on the task to be taught. The content of the designed set of materials in this study was determined according to the needs survey, topics, Basic Competence as well as Indicator which was explained in the previous steps. Ideally, there are three sections in teaching reading skill, namely pre-reading activities, while reading activities and post-reading activity. However, in this designed set of materials, there were three sections, namely *Setting the Context, Reading the text, and Responding to the chapter.* The first section, setting the context, had the same function as pre-reading activities. The second step, reading the text, had the same function as while-reading activities and the last section had the same function as post-reading activities. Selecting Teaching and Learning Activities

According to Kemp (1977: 56), there is no formula for matching activities to objectives. Thus, a teacher can develop and vary the activities based on the situations they

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faced. The writer, in this study, selected teaching and learning activities based on the result of the needs survey and other necessary exercises which were considered important for students to accomplish the objectives.

The activities were carried out in the form of individual, pair and group works. The students needed to be able to work individually as they could elicit their own ideas. The activities, which were done in pairs, were aimed at giving and receiving positive and constructive feedback. The students were also assigned to work in groups as it generated group knowledge.

6.   Support Services

The writer coordinates support services, such as personnel, facilities, and schedule to carry out the instructional materials into effect. Support services must be considered effective at the same time that the instructional plans are being made and materials being selected.

7.   Evaluating and Revising Materials

After designing the supplementary reading materials, the expert validation and user validation were conducted to evaluate the supplementary reading materials. Two experts were asked to fill the evaluation checklist modified from Mukundan (2011). The same checklist is also used for the user validation. The result is as follow.

Table 4 The Descriptive Statistic of the Expert Validation and User Validation on the Designed Set of

No	STATEMENT	Expert validation			User validation
		N1	N2	MEAN	Mean
1	This book matches the specifications of ABA Reading Curriculum.	5	4	4.5	3.90
2	The activities can be done completely and in various learning method	5	4	4.5	4.24
3	Activities can work well with various learning methodologies.	5	4	4.5	4.14
4	This book is suitable for your level.	5	4	4.5	4.19
5	This book is suitable for your needs.	5	4	4.5	4.24
6	This book is suitable to your interests.	5	5	5	4.33
7	The layout of this book is attractive	5	5	5	4.14
8	The use of text and visuals in this book is efficient.	4	5	4.5	4.05
9	This book is durable.	4	5	4.5	4.10
10	This book is cost-effective.	4	4	4	4.14
11	The book is supported by audio-materials.	5	4	4.5	3.81

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12	Most of the tasks in the book are interesting.	4	5	4.5	4.48
13	The Tasks are from easy to difficult	5	4	4.5	4.10
14	I can do the tasks in this book	5	4	4.5	4.43
15	There are no Cultural sensitivities in this book	4	4	4	4.38
16	The language in this book is natural and real	5	5	5	4.05
17	The texts are for our level	4	4	4	4.19
18	Texts are interesting	4	5	4.5	4.38
19	The load (number of new words in each lesson) is appropriate to your level.	4	4	4	4.24
20	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.	4	5	4.5	4.00
21	Words are efficiently repeated and recycled across the book.	4	4	4	4.38
22	The grammar is understandable	4	5	4.5	4.19
23	The grammar is contextualized	5	5	5	4.43
24	Examples of grammar are interesting	4	5	4.5	4.24
25	Grammar is introduced explicitly and reworked incidentally throughout the book.	3	5	4	4.33
26	The exercises are learner friendly	4	4	4	4.43
27	There are enough exercises	4	4	4	4.24
28	The exercises help the students who are under/over-achievers.	4	4	4	4.14
	AVERAGE	4.39	4.43	4.41	4.21

The data included the result of the questionnaire validation from the two lecturers and students from the second semester. They are Mr. Bambang Wijaya as the first respondent who has been teaching for 37 years, Mrs. Udur Delima as the second respondent who has teaching experience 10 years. The Results From the First Respondents can be described as follow. Overall, The first respondent and second respondent gave positive evaluation on the book. The average score from the first respondent was 4.39 out of 5 while the average score from the second-second respondent was 4.43 out of 5. This means that the book is acceptable to be used as supplementary reading.

The weaknesses of this book as stated by the first respondent that Unit 5 The Meaning of Christmas can be answered by Christians only, discussion part made by question no. 2 and 3 so that those who are not Christians still can discuss or answer. The weaknesses of this book as stated by the second respondent was that the discourse contains few words/vocabularies.

The strengths of this book as stated by the first respondent was this book can enhance reading comprehension and literary works at the same time. While the second respondent thought that the text is interesting and simple.

The suggestions to improve this book as stated by the first respondent was this book needed to include more reading strategies or skills such as finding main ideas, identifying time and sequence words, while the second respondent commented to add more or longer text and should be in academic Ards.

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After getting validated by the experts, the book was tried out in the class. The lecturer taught the students using the supplementary materials. A questionnaire was used to get the user validation data. The survey research from 21 students showed that most of the respondents are positive with this supplementary materials. The mean was 4.21. The designed set of materials was fairly good and acceptable. This book is ready to be used as supplementary materials in teaching reading.

CONCLUSION

The purpose of this study is to design a set of English supplementary reading materials using intermediate English level novels for semester two students at a Foreign Language Academy. Thus, there are two problems identified here. The first problem deals with the process of designing a set of materials and the second problem deals with the presentation of the designed materials. The writer designed the materials based on the need analysis. After evaluating the materials, the writer redesigned the designed materials in order to achieve the best final version of the designed set of materials. There are eight topics, with the titles of the novel, developed in this study. They are: Each topic consists of three sections, namely: Setting the Context, Reading the Text, and Responding to the Text or Chapter. Based on the descriptive statistics on respondents' opinions, the designed materials were good and acceptable. This is supported by the score of mean which was in the range between 3.16 up to 4.00.

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