

DEVELOPING STUDENTS' HANDOUT OF READING TEXT FOR EIGHTH GRADE STUDENTS

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Abstract

The goal of this research is to create a student handout for eighth graders. The research was carried out in an R&D manner. Students' requirements were first assessed through observational guidance, and then more data was gathered using questionnaires and documents. Students from SMP in the eighth grade participated in this study. The researcher used some of the ADDIE model's recommendations when creating the new material. Analysis, design, development, implementation and evaluation are all terms used to describe these steps in the process. A thematic analysis of the qualitative data was performed. According to the findings of the analysis stage, students require additional material in the form of handouts that focuses on three different text kinds. As a consequence of observation and analysis, the researcher will design and build the materials. The researcher must validate the product before it can be made available to end customers. Finally, the study's findings demonstrate that the handout provided to eighth-grade students at SMP meets their educational needs.

Keywords: ESP & ELT

INTRODUCTION

The ability to read as meaningful language is referred to as having good reading skills. When it comes to learning a new language, Harrison (2004) says that being able to read is critical. As a result, in terms of reading skills, pupils should be able not only

to comprehend a book but also to understand its meaning. Competence in this context refers to the readers' ability to comprehend what they have read. Reading comprehension, according to Smith (2004), is a euphemism for understanding what one has already read.

Recount, Narrative, Procedure, Descriptive, and Report text are some of the five categories of texts students' study in junior high school. However, there are three distinct text types in junior high school eighth grade. Recount, descriptive, and narrative are the three types of essays. When it comes to instructing students on reading comprehension, the teacher must be well-prepared with the subject matter. To help pupils get information and understanding from written sources, Juhaendi (2003) asserts that teaching reading to junior high school students is critical. Reading teachers, according to Smith (2004), have the primary responsibility of ensuring that children have appropriate exposure to written language. When it comes to teaching, Tomlinson (2011) says that effective materials should be able to answer students' questions about how to attain their educational goals while also giving them the necessary knowledge, abilities, and attitudes for meeting industry requirements.

According to the researcher's findings the teachers used coursebooks and worksheets (LKS) purchased from publishers, as observed by the researcher. Another reason for including sources in reading comprehension lessons comes from the results of a student needs questionnaire. It could serve as an additional resource for kids who require it. Students have confessed that textbooks and worksheets aren't enough for them to grasp the information. Teachers at SMP, on the other hand, use textbooks and worksheets to guide their lessons. As a result, kids became bored throughout class. It's because they're lacking motivation in school or at home and require extra materials to boost their spirits. As a result of these issues, the researcher came up with a reading skill product in the form of a student handout. A handout is an educational tool that can assist pupils in their studies.

Worksheet or workbook are slower learning tools than handouts, according to Prastowo (2011). Due to the situation and problem described above, it is recommended that the researcher conduct R&D in order to create a student handout that may be used as supplemental material. As a result, it can serve as a learning guide that teachers can utilize to design lessons that are both successful and efficient. This is why a study called "Developing Students' Handout of Reading Text for Eighth Grade Students at SMP was done based on such conditions.

RESEARCH DESIGN

ADDIE model was used to construct this study, which used R&D to build the concept. According to Borg and Gall (2003), R&D is a processing activity that results in a product or material that is used in the teaching and learning process. For example, in the creation of educational content, the ADDIE model is a Research and Development approach employed. Many in instructional design and technology regard instructional product design and development to be important. It is critical to examine a number of common characteristics when doing development research, including the choice of material and methodologies that are in line with the objectives.

The researcher used Branch's ADDIE model (2009). Analyze, Design, Develop, and Evaluate are the four letters of ADDIE. Observation was used by the researcher during the analysis stage to analyze the curriculum and syllabus. The researcher then used a questionnaire to gather data about the pupils' wants and needs. Once the results of the analysis step were in hand, the researcher set to work designing the final product. The researcher merely designed a structure for the handout when creating the product. Additionally, the researcher created the content, starting with the creation of the book's cover and contents. The handout that the pupils received. After that, it was time to put everything into action. Product and material experts should validate a product before it is released to the public. The final step was an assessment. In the evaluation stage, all of the revision's results may be summed together.

FINDINGS

Analysis was the first phase in this investigation. It was necessary to enhance students' handouts as a teaching and learning medium. The researcher has already conducted basic research into the requirements for the eighth grade in Junior High School. According to McDonough et al. (2003), content, learners, and context should all be examined. The researcher observed teaching and learning conditions in order to ascertain the school's curriculum, syllabus, and teaching and learning activities. The researcher collects two types of data through observation: data on the curriculum used and data on the syllabus. It is as follows: To begin, the researcher saw that the school followed the K13 curriculum. As a result, the kids' handout was created using the school's curriculum. Second, the study determined that eighth-grade junior high school pupils should master three types of texts: recount, narrative, and descriptive text.

According to the results of the students' requirement questionnaire, supplemental material was required to serve as a description for material selection, topic selection, and design, among other things. According to the level of study, it is known that the eighth-grade students.

They studied English using the K13 curriculum. Then, depending on the analysis of the students' requirements questionnaire, certain points should be addressed in a handout as supplemental content. To begin, the information should be engaging. Then, the material should be straightforward and the text contained in the handout should be relevant to their interests. According to Amjah, Y. (2013), interest can encourage and stimulate students' desire to learn English and further their education. Thus, it is critical to consider certain factors when designing the material. Then, the image included in the content should be relevant to the topic and to the student's environment and circumstances at school. As a result, kids enjoy themselves while learning English reading comprehension.

The design process begins with the creation of the cover, followed by the creation of the content and glossary. The researcher evaluated several components when developing the cover, including the designer's name, title, skill concentrations, text types, target students' grade, publisher, and year. Additionally, the researcher evaluated several components when creating content, including the text's description, social function, generic structure, an example of the text, and exercises connected to the text or material. The researcher was then asked to choose strange and difficult words for the glossary. After obtaining the words, the researcher added the definitions to a lexicon. The researcher translated the words using the John M. Echols and Hassan Shadily dictionary, as well as the Oxford dictionary.

The following step is development. The development stage is the process of creating content, or the production stage, in which everything created in the design stage becomes a reality. In the developing stage, the researcher created a handout for students, followed by the rules in the design stage. Begin by constructing the cover and contents. Both the cover and the content were designed in response to the findings of the first step's requirement analysis. Then, it was developed by taking into account aspects of learning media performance such as stylistics, word selection, image selection, shape selection, and color selection.

The following phase was implementation. Prior to implementing the product with users, the researcher had it validated by material and media/design experts. To begin, serves as a subject matter specialist. She evaluated, provided feedback, and made suggestions regarding the substance of the students' handout. Second., is an expert in media relations. He evaluated, commented on, and made suggestions

regarding the design of the cover and contents, including color, image, font size, and arrangement. Based on the comments and suggestions of material experts, the researcher concluded that the following changes should be made: (1) adding an example of describing something, (2) including a glossary at the end of each topic, (3) revising the language used, (4) deleting images that have no relation, (5) making the students' handout too colorful, (6) separating the font types and sizes between each of the parts, (7) adding standard and basic competencies, and (8) separating the material for each meeting.

Additionally, based on the criticisms and suggestions of the design expert, the following can be summarized: (1) include a picture that is proportional to the size of the image, (2) replace difficult-to-read language, (3) improve the image, color, design, and so on, and (4) vary font kinds and sizes.

The researcher found that this students' handout meets their needs and is entertaining for eighth-grade students based on the results above. They can comprehend the information and are also eager to improve their English skills, particularly in reading comprehension.

CONCLUSION

The researcher created supplemental material in the form of a students' handout on different sorts of reading texts for students in the eighth grade at a junior high school. It is inferred from the findings and conversations that the content generated was based on the school's curriculum and syllabus, as well as on a need analysis of the students' needs via a questionnaire. The results of the need analysis of the students' questionnaire indicated that they require supplemental reading material to serve as a new source of information and to boost their motivation to learn reading comprehension. Additionally, this research utilized the ADDIE paradigm to conduct development research. The abbreviation ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. To begin, an analysis was conducted to ascertain the pupils' needs. Second, it created a sketch of the students' handout, which included the cover and content. Thirdly, the framework for the students' handout was developed, and all components were completed to create the final product. Fourth, the product is implemented only after it has been validated by two experts: a material expert and a design expert. The final step was to evaluate the data collected from experts and users via questionnaires in order to improve the product. The outcome of this research is a handout for students in the eighth grade of junior high school on reading text genres. Due to the fact that students require supplemental

material to aid in reading comprehension, the researcher designed and prepared a students' handout to assist them in comprehending the reading material. It is hoped that the students' handout will assist them in comprehending the reading material. The content of the pupils' handout was limited to three distinct text categories. That is text that recounts, is descriptive, or is narrative in nature.

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