

**DEVELOPING LEARNING MATERIAL OF DESCRIPTIVE  
TEXT FOR THE TENTH GRADE STUDENTS AS  
SUPPLEMENTARY MATERIAL**

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# **DEVELOPING LEARNING MATERIAL OF DESCRIPTIVE TEXT FOR THE TENTH GRADE STUDENTS AS A SUPPLEMENTARY MATERIAL**

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## **ABSTRACT**

The objective of this study was to develop learning material on descriptive text based on the students' needs as a supplementary material. This research was conducted as research and development (R & D) design. The data were taken from the books, internet and environment. The instruments used in this research were questionnaire and interview. The product of this study was a set of learning material that can be used as a supplementary material. The developed learning material consisted of two units, namely: Describing peoples which was consisted of two texts namely describing public figure (Jokowi Dodo) and describing an Idol (Agnes Monica) and Describing places consisted of three texts namely; Azizi mosque, Tangkahan and Bukit Lawang. Each of the text consisted of two kinds of exercise and in the last page of the product were provided the answer keys.

**Keywords:** *Reading Learning Material, Supplementary Material, Descriptive text.*

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## **INTRODUCTION**

### *Background of the Study*

Learning material is an important element in learning process. It helps students in adding and completing their knowledge. In addition, learning material is used as a source that facilitates students to get information, knowledge, and skills out of schools' teaching and learning process (Tomlinson, 2008: 114). Sometimes, the material in the classroom is not enough for the students to get the knowledge based on the curriculum expectation. That is why the role of learning material is really important in the learning process.

English learning material is supposed to cover the four language skills, namely: listening, speaking, reading, and writing. Reading can help students to master other skills better. The tenth grade students learn some texts genres to read such as narrative, recount, descriptive, procedures and news item. This research focused on one of the genres, namely descriptive text. Curriculum expectation (Kurikulum 2013) for the tenth grade students is the students should be able to analyze and understand about the generic structure, social function and language features of descriptive text. Descriptive text itself is divided in to three materials, namely: describing people, tourism place and historical place.

However, based on the writer's experience during the in service training program in SMA Negeri 1 Gebang, Langkat, at grade 10<sup>th</sup>, there was a problem in the material. The suitability of the material was still not achieved. The material about descriptive text served in the book was not familiar to the students. The material could not fulfill the students' needs; therefore students themselves could

not fulfill the curriculum expectations. This fact was in contrary to the theory of Schoenbach (2012:39) who states that the material must use the local content and be familiar for students.

The familiarity will benefit much to the students' comprehending of a text, as it is also asserted by Garton (2000:238) that children who are familiar with text will benefit much in comprehending reading text than those who are forced to read. So are the students who are more interested to read something familiar with or things happen in their daily lives.

By referring to the problem, the writer focused on the development at a set of learning material about descriptive text for the tenth grade students as a supplementary material.

## **REVIEW OF LITERATURE**

Learning material is a material used by students to help them in getting more information about the lesson. Tomlinson (2008: 114) uses term of 'independent learning center material or self-access material', states that learning material is the material which are designed for use in 'open-learning' environments, in other words, the kind of learning which takes place outside the traditional classroom-based, teacher-led model. He also states that the most important thing that learning materials have to do is helping the learner to connect the learning experience in the classroom to their own life outside the course. So it emerged a term *supplementary material* which helps students study by themselves outside the teaching and learning process in the classroom.

In line with the background of the study, the specific skill was focused on the reading skill of descriptive text since it was meant for the tenth grade students. Bachman.*ed.al* in Alderson (2000: x) states that reading is an away to access world of ideas and feelings, as well as the knowledge of the ages and vision of the future. As to the purpose of reading, Schacter (2006:5) says that descriptive text is a writing which describes a person, place, or thing in a way that enables the reader to visualize it.

## **RESEARCH METHODOLOGY, ANALYSIS, DISCUSSION AND FINDINGS**

### *Methodology*

This research was conducted as research and development (R & D). Borg and Gall (2003:509) state that educational research and development is a process used to develop and validate educational product to find the specific criteria and quality. This study was aimed at developing learning material on descriptive text for the tenth grade students as a supplementary material at SMAN 1 Gebang.

This research was conducted in 5 main steps, they were: (1) Collecting Data, by observing the books and data from internet about descriptive text and observing syllabus, teacher and students' responses in interview and questionnaire; (2) Analyzing and evaluating data. The material about descriptive text was evaluated based on students' needs. It can be seen from questionnaire which was made based on the principle proposed by Hutchinson and Waters (1987:58-63); the principles of developing reading text material are the learning material should have clear instructions, clear topic description, nice display, a lot

of practice, feedback by giving the answer key as a measurement for learners, and a lot of examples to help the students to more understand the material served in the learning material; (3) The development based on the students need and relevant to syllabus; (4) Revising reading text material. Revising the new material was done in order to make sure that all appropriate principles and criteria have been applied; (5) Validating reading text material. Validation was required to get assurance quality and could be gotten from expert or lecturers.

### *Analysis*

The first step done by the researcher was analysis. It was conducted by giving the questionnaire to students and interviewing the teacher. From the questionnaires, it was found that 82 % students said that the material about descriptive text served in the book was not familiar with them and effect to their ability in studying and they need a set of learning material. The result of interview indicated that the teacher had problem with unfamiliar material of descriptive text and need a learning material as a supplementary material in order to fulfill the students' needs.

### *Discussion*

After doing the analysis, the initial product was developed. The materials and exercise were collected in initial product. Then, the good material and exercise were put in the blueprint. The blueprint was fixed to create the material according to the need and syllabus. In designing the good learning material some principles or rules had to be used. The researcher followed the principle proposed by Tomlinson (2008: 128) namely; the learning material should have clear

instructions, clear topic description, nice display, a lot of practice, feedback by giving the answer key as a measurement for learners, and a lot of examples to help the students to more understand the material served in the learning material;

### *Findings*

The finding of this study was a set of learning material. The product itself had some components namely; Topic/Theme, Orientation, Evaluation, Answer keys, as seen in table 1.1.

#### *a. Topic/Theme*

Topic/Theme is the first part of the learning material. The topic was offered in each unit. This learning material was designed in two units namely describing people and describing places. There were two sub units for each topic, namely; describing public figure and idol for describing people and describing historical and ecotourism places for describing places.

#### *b. Orientation*

Orientation is the explanation of the learning material. Orientation mostly talks about the material that should be learned by the students. This learning material used text (as seen in table 1.1), as the material which consisted of five texts under the title of; *Jokowi Dodo, Agnes Monica, Azizi Mosque, Tangkahan* and *Bukit Lawang*. The text was designed based on the students' needs and taken from their area or environment.

#### *c. Evaluation*

Evaluation is the part of the learning material to measure the students' understanding about the material. The evaluation of this learning material consisted of 10 set of exercise. Each exercise consisted of ten numbers of

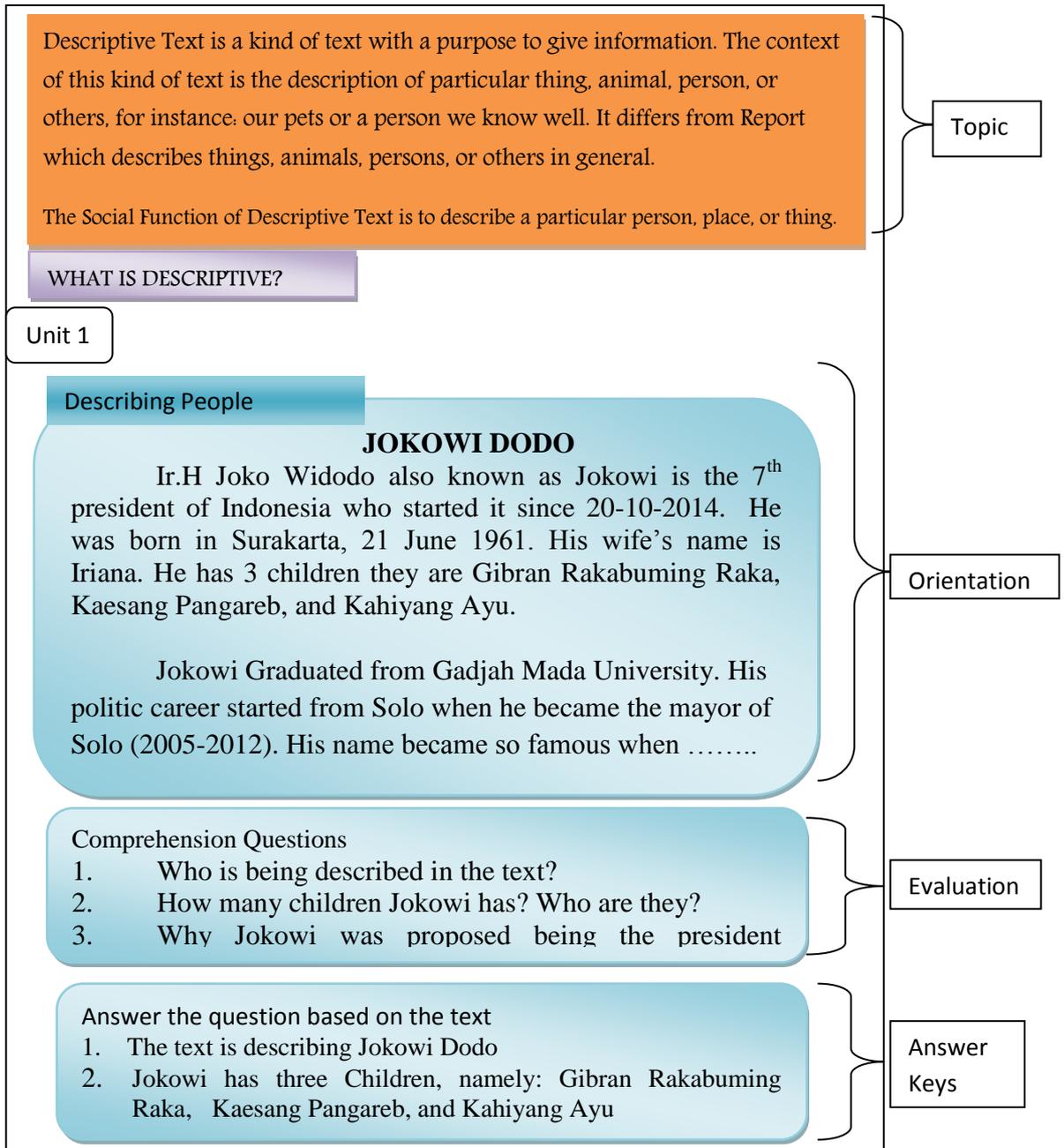
questions. In order to get good question, the researcher referred to the requirement based on the Bloom's Taxonomy (1956). Bloom's Taxonomy is a tool to help the researcher in developing good assessments. Bloom's Taxonomy in cognitive domain consists of six elements that can be used as a guidance to develop the assessment. The six elements are;

- Knowledge: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- Comprehension: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- Application: Carrying out or using a procedure through executing, or implementing.
- Analysis: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- Synthesis: Putting elements together to form a coherent or functional whole
- Evaluating: Making judgments based on criteria and standards through checking and critiquing.

*d. Answer keys*

Because the learning material was used by the students, answer keys helped the students to measure their understanding about the material they have learnt. This learning material consisted of answer keys for all of the tasks contained in the material.

**Table 1.1 The Format of the Product**



Describing Place

**AZIZI MOSQUE**

Azizi mosque is one of the biggest mosques in Langkat. It is located in Tanjung Pura, Langkat, North Sumatera. This Mosque built at 1899M by sultan of Langkat, namely Sultan Haji Musa. It is finished at 1902M and legitimated by Sultan Haji Musa's son namely Sultan Abdul Aziz. That is why this Mosque called as Azizi Mosque, it is taken from Sultan Abdul Aziz's name.

The mosque architecture is handled by a Germany architect, the workers is from Langkat's people and Tionghoa. The materials are taken from Penang, Malaysia and Singapore by ship. At the time the Batang Serangan River is functional and ships with 600 ton could sail it....

Orientation

**Based on Information above, write T if sentence is True and F if the sentence is False**

1. Azizi mosque is located in Tanjung Pura, Langkat, West Sumatera (...)
2. Mosque's name is taken from Sultan Haji Musa's son (...)

Evaluations

**Based on Information above, write T if sentence is True and F if the sentence is False**

1. Azizi mosque is located in Tanjung Pura, Langkat, West Sumatera ( F )
2. Mosque's name is taken from Sultan Haji Musa's son ( T )

Answer Key

After developing the learning material, it was validated by two experts. It was gotten that the material score was 81.5 and categorized as a good material. In addition to the validity, the material needed to be measured its reliability to get the consistency of a test so that the material could be trusted as a good assessment. The result of the reliability was 0.85, and categorized as reliable.

## **CONCLUSION AND SUGGESTIONS**

### *Conclusions*

The product of this study was a set of learning material that could be used as a supplementary material for the tenth grade students. The developed learning material consisted of two units, under the title of: *Describing People* which consisted of two texts namely: *Describing Public Figure (Jokowi Dodo)* and *describing an idol (Agnes Monica)* and *Describing Places*, which consisted of three texts namely; *Azizi Mosque, Tangkahan* and *Bukit Lawang*. Each text consisted of two kinds of exercise and in the last page of the product the answer keys were provided.

### *Suggestions*

In line with the conclusions, there were some suggestions related to this research. It was suggested that the students use the product of this research in order to expand their knowledge. For other researchers, hopefully, this research could inspire them who want to conduct a further research related to the learning material as a supplementary material development.

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