DEVELOPING A SYLLABUS-BASED MODULE AS SUPPLEMENTARY MATERIALS FOR INTEGRATED SKILLS FOR STUDENTS OF SMKN 11 MALANG

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Abstract: The objective of this study is to develop a syllabus-based module as supplementary materials for students of SMKN 11 Malang grade X. The materials development is based on the syllabus of the teachers of SMKN 11 Malang especially for basic competence no. 1.5 and 1.6. In carrying out this study, the researcher adapted the model of development by Hyland (2003). Therefore, there were seven steps in the development process involving these steps: needs survey, materials development, first expert and teacher validations, first revision, second expert and teacher validations, tryout, final revision, producing final product. The results show that the students of SMKN 11 Malang lacked sources of materials because they used worksheet only as a source of materials in the class. Thus, developing materials were desirable. Finally, after going through product validation and product tryout processes, the final product in the form of a module is produced.

Keywords: development, supplementary materials, integrated skills, SMK

English is a significant language in the academic in Indonesia. It can be seen from its inclusion in the curriculum and National Examination (Ujian Akhir Nasional). In vocational high schools, English is taught as an adaptive subject, which means that English is taught in vocational schools to enable students to use the language in supporting the majoring subject and to use the language in daily life (Depdiknas, 2006).

In order to attain a good teaching and learning process, there are several factors that affect the quality of teaching. Cunningsworth (1995) states that one of the factors is the source of materials. Good instructional materials function to hold the whole teaching and learning process and can be used as a control to avoid missing elements or unnecessary repetition (Choudhury, 1998). Henceforth, good instructional materials are needed to support good teaching and learning processes. Instructional materials are widely associated with textbooks. However, Tomlison (1998) states that a textbook is only one of them. In line with him, Tiwari (2008) also assures that instructional materials are anything that may be used by teachers in preparing the tasks, managing the class, and guiding the students in learning process. It can be in the form of videos, cassettes, books, worksheets, modules, authentic sources like magazines, newspapers, etc. The students in SMK Negeri 11 Malang did not use textbooks, instead they use only worksheets (LKS or Lembar Kerja Siswa) as the sources of materials. According to Tomlinson (2004), a workbook is a book that provides the students with extra practices and usually completed with an answer key. Tomlinson (2004) shows that a workbook is not a good source of materials, but a good instrument for practicing. In line with Tomlinson (2004), the
teacher expressed that the worksheet used in *SMKN 11 Malang* contains insufficient materials for learning. From 10 pages, the materials take only about 1 to 2 pages and the rests are exercises. Furthermore, the quality of the worksheet is not good since there are mistakes in some pages like mistyping, misleading sentences, unsuitable vocabulary use, and Google translated texts.

The problem of the use of the worksheets in *SMKN 11 Malang* can be simply solved by requiring the students to buy a good textbook. However, a good textbook which costs at least Rp20,000 is too expensive for the students because the students’ financial background is low. There is another simple way to solve this problem. It is by employing free downloadable e-books from the government. Nevertheless, this solution is not applicable because not every student has a PC and operating it in the class is forbidden except for a computer class. Moreover, printing out the book costs more than buying a new textbook in a bookstore.

With reference to the problem above, some alternatives need to be applied to solve the problem. The first alternative is to compose a teacher-made module which fits learner’s needs and the syllabus of the teacher. The second one is by using an additional source of materials, and the last alternative is by the teacher adding the supplementary information while teaching. The first alternative cannot be carried out because making a teacher-made module requires a lot of time and the teachers claimed that they did not have the ability to make it. The second alternative is desirable. Moreover it is supported by Cunningworth’s (1995) statement that a coursebook may need supplementary materials. However, bringing many books to the class is not practical for the students and the teacher. The third option is the most applicable, but it has the tendency that by applying this option the teaching and learning process becomes too teacher-centred. Thus, the researcher decided to mix the first and the second options and develop supplementary material for students of SMK Negeri 11 Malang in which the researcher takes the teacher’s role in creating the module.

As has been mentioned previously, the materials development aims at facilitating the students and the teachers in the teaching and learning process. To achieve the mentioned goal, Tomlinson (1998) states there are 11 principles to develop good materials. He mentions that the developed materials should have positive effects, make the students feel comfortable, help the students to feel confident, be seen useful and relevant, and make the students challenge themselves because they feel that the materials is beneficial. Furthermore, he also states that they should be appropriate with students’ readiness, especially dealing with the materials they have acquired previously, contain language features needed by the students, and allow the students to use the language (English). The next three criteria are that the materials should consider students’ disparity in term of learning styles, consider the existence of silent mode (when students are
allowed to not speak at the beginning of the session), and maximise students’ potential by involving intellectual, esthetical, and emotional intelligence which are able to stimulate the left and right hemispheres of the brain. In line with Tomlinson, Cunningsworth (1995) and BSNP (*Badan Standar Nasional Pendidikan*) also mention their standards of a good book which more or less has similar contents with Tomlinson’s.

Based on the problems mentioned beforehand, the researcher believes that the research to develop the supplementary materials for students of SMKN 11 Malang is essential to be carried out. The previous studies in materials development were also conducted by Anwar (2013) and Prihatiningsih (2010). Regarding that both previous studies were conducted for the junior high school level, the researcher is assured that this development is significant since there is absence of materials development in the vocational school level.

**METHOD**

This particular study belongs to R&D research that adapted Hyland’s Model of development (2003). The adapted model of development differed from the original development model in the needs survey and tryout phase. In the adapted model, the needs analysis and the survey process were merged into one step which was called need survey. This was because in doing the needs analysis, the researcher applied a survey to the students and teachers, so the two steps were combined. For the tryout process, it was committed once only, not twice as suggested by Hyland (2003). Although the research employed only one tryout, the tryout process itself was a large group tryout with real class situations.

The adapted model of development started with needs analysis which aims to know the students’ background and the urgency of developing supplementary materials. In this process, the researcher used two sets of questionnaires. The first one is questionnaires for the students which cover questions about the identity of the students, the problems that they have with the book they use, and their expectations for the developed supplementary materials. The next one is the questionnaires for the teachers which have the students’ questionnaires. From the results of the needs analysis process, it was emphasized that the students wanted a module which employ daily language.

The second step was material development. In this step the researcher selected and adapted suitable texts or materials which were going to be used in the module. This phase also included arranging the materials into draft of the supplementary material. In developing the materials, the researcher employed the adapted Tomlinson & Masuhara model of development (2004). Tomlinson and Masuhara model was chosen because it was quite new, simple, and applicable for the development. The materials development process was carried out through three steps: preparations, materials mapping, and
materials development. In the third step, materials development, the researcher developed the module, answer keys, teacher guide/teacher book, and exercises. The researcher did not produce listening CD because the school’s facility did not support the use of CDs.

The next step to carry out was the expert and teacher validations. In this step, the draft of the supplementary materials was validated by one expert of materials and one teacher. The instruments used in this process were questionnaires, one for the expert of materials and one for the teacher. In this process, the expert of materials and the teacher were asked to choose ‘yes’ or ‘no’ with suggestions space for ‘no’ answer. The questions of the questionnaires were made referring to Cunningswoth’s checklist (1995). The expert’s questionnaire consisted of 33 multiple choices questions while the questionnaire for teacher contained 18 multiple choices questions. The questionnaires for the expert of materials contained six aspects to be validated including design and organization, language content, skills, topic, methodology, and the teacher book. Alternatively, the teacher’s questionnaire contained six aspects which covered aims and approaches, the layout and appearance, language content, skills, methodology, and practicality. Based on the result of the validation, the product was revised in the revision phase.

The next phase was the product tryout. In this phase, the researcher evaluated the product by trying it out in the real class situation, which in this case involved students and their teacher. The design of the tryout was group tryout, which meant the product is tried out in a class. There was one class which participated in the tryout process. During the tryout process, the teacher and the students used the module as the source of materials in the class. The data of the try out process was collected by using a set of questionnaires which is distributed to the teacher and the students. Students’ questionnaires were used to obtain students’ opinion about the usability, understandability, attractiveness, and utility of the module. The teacher’s questionnaire, on the other hand, is intended to elicit teacher’s opinions about the applicability, compatibility, appropriateness, and utility of the developed material. In evaluating the product in the tryout process, the students and the teacher were asked to give score between 1 to 4 in each question by putting a check mark (✓) in the provided space. A score 1 meant the poorest, while 4 was the best. They are also asked to add feedback in the provided column if necessary.

Based on the tryout, the researcher got feedback from the future users (students and teachers of SMKN 11 Malang) so this feedback was used as the basis of the final revision. After the final revision, the researcher produced the final product.
FINDINGS AND DISCUSSION

The objective of validation is to authenticate the product before being brought into the tryout process. The first validation process highlighted several points. The first one is that there was no example in every writing task which might cause the students confused in accomplishing the tasks. The second one was dealing with the order of the materials in the module. The next one was about adding materials on the topic of ‘words and expressions used in the context of telling/ describing event’, and the last one dealt with the inappropriate font and mistyping.

Accordingly, the researcher added examples in every writing task to give models of how to do the exercises. The researcher also reordered the materials based on the syllabus of the teachers and added a page of materials which was included under the subtopic ‘words and expressions used in the context of telling/ describing event’. She also changed the font from Centaur 12 into Times New Roman 12.

In the second validation process, the expert and the teacher emphasized an issue about inappropriately small pictures which later were enlarged successfully. Finally, the product was brought into tryout process.

To estimate the utility and the applicability of the module, the product was brought into tryout process. The researcher delivered 38 exemplars of modules and 2 exemplars of teacher guides to the teacher and the students. During the tryout periods, the teacher and students use the module as instructional materials in class. They practice the activities and did the exercises to experience the module directly. Accordingly, there were two bases for the evaluation from the evaluation process. The first basis is based on students’ evaluation.

The first aspect to be evaluated in students’ tryout process was usability. From the result of the questionnaires, it was found out that the easiness of the module usage was 70.8 which meant that the students can easily use the module. The next one was the easiness in finding the pages which obtained 78.5 (very easy). It indicated that the students can easily find the pages they search. The following was the ease of finding the tasks which obtained the score 74.3 and belonged to ‘easy’. The last one was the practicality of the tasks which had score 61.1 and was included to ‘easy’ category.

The second aspect was the understandability aspect. Based on the result of the questionnaires, the understandability of the layout was 63.2 (understandable), the language use was 63.2 (understandable), and the use of the illustrations was 71.5 (understandable).

The third aspect was attractiveness. In order to make the students eager to learn, an instructional material must be attractive. This aspect covered the attractiveness of the cover, layout, and illustrations which achieved each 82.6 points,
71.5 points, and 83.3 points. It made the cover and the illustrations ‘very attractive’ and the layout ‘attractive’.

The last aspect is utility. It included the utility of the module in completing the textbook, teaching students from not knowing to knowing, and improving students’ skill in listening, speaking, reading and writing. Accordingly, the students awarded 75 for module’s utility in completing the main textbook (effective). The students also thought that the module could help the students in learning effectively and gave 70.8 points which belongs to ‘effective’. Subsequently, the utility of the module in improving students’ skills is also evaluated. For listening, speaking, reading, and writing, the students gave 64.6, 67.4, 77.8, and 73.6 points. Thus, only in improving reading skill the module is clarified into ‘very effective’ while the other skills belong to ‘effective’. All in all, the average score that all students awarded for the module is 71.8 and it belonged to the category ‘good’.

The second basis for the evaluation was the result of teacher’s questionnaire. Teacher’s response for the module was very good. Out of 4, in total she awarded score 3.7 in averages. In other words, she gave 92.9 out of 100 for the module in whole. The detail information about the result of teacher’s questionnaire in tryout process, see the description of the score which is portrayed in Table 1.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicability of the module to be used in class</td>
<td>4</td>
<td>Very applicable</td>
</tr>
<tr>
<td>The applicability of listening activities</td>
<td>3</td>
<td>applicable</td>
</tr>
<tr>
<td>The applicability of speaking activities</td>
<td>3</td>
<td>applicable</td>
</tr>
<tr>
<td>The applicability of reading activities</td>
<td>4</td>
<td>Very applicable</td>
</tr>
<tr>
<td>The applicability of writing activities</td>
<td>3</td>
<td>applicable</td>
</tr>
<tr>
<td>The applicability of the tasks</td>
<td>4</td>
<td>Very applicable</td>
</tr>
<tr>
<td>The compatibility of the module with school facility</td>
<td>4</td>
<td>Very compatible</td>
</tr>
<tr>
<td>The compatibility of the activities in the module with the number of students</td>
<td>3</td>
<td>compatible</td>
</tr>
<tr>
<td>The appropriateness of the materials with the students</td>
<td>4</td>
<td>Very appropriate</td>
</tr>
<tr>
<td>The appropriateness of the tasks with the students</td>
<td>4</td>
<td>Very appropriate</td>
</tr>
<tr>
<td>The acceptability of the module to be used as supplementary materials in class</td>
<td>4</td>
<td>Very appropriate</td>
</tr>
<tr>
<td>The utility of the module in aiding the teacher to provide source of materials</td>
<td>4</td>
<td>Very appropriate</td>
</tr>
<tr>
<td>The potentiality of the module in teaching the students</td>
<td>4</td>
<td>Very appropriate</td>
</tr>
<tr>
<td>The potentiality of the module in providing varied learning experience to the students</td>
<td>4</td>
<td>Very appropriate</td>
</tr>
<tr>
<td>Average</td>
<td>3.7</td>
<td>Very good</td>
</tr>
<tr>
<td>SCORE</td>
<td>92.9</td>
<td>Very good</td>
</tr>
</tbody>
</table>

After underwent the steps of the R&D model, the final product is finally produced. The product is ‘Eleven Ten’, supplementary materials for integrated skills for students of SMKN 11 Malang grade X. The module is printed on A4 paper. A
package of the materials consisted of a module and a teacher guide.

The final product of this study is in a package of a module and a teacher guide. The materials are not packed in the form of a textbook, but in the form of a module. As what Tomlinson (1998) and Tiwari (2008) states, a source of materials are not only textbooks, but also videos, cassettes, books, worksheets, modules, and authentic sources, so the module, the product of this development, is also one of instructional materials. This module is used as supplementary materials. It matches Cunningworth’s mention which states that a course book may need supplementary materials (1995).

The materials of the module are developed based on the standard of content (Depdiknas 2006) and the teachers’ syllabus. According to the standard of content numbers 1.5 and 1.6, the module should cover materials on the topic of The Present Continuous & Future Continuous Tenses, The Use of ‘There is and There are’, Prepositions of Place, Questions Words & Asking and Answering Question about an Event, Expressions of Feeling, Menos, Menus, Signs and Symbols, Timetables and Schedules, Degrees of Comparison, and Pronouns and Reported Speech.

Furthermore, the topics used in the module are ‘Things in My School’ and ‘Look at Those Signs!’ The topics are chosen because they are related with the closest environment, which in this case is the school environment. This is corresponding to ACTFL standard (quoted in Brown, 2007) which states that novice language learners should learn topics related to their closest environment.

The wording of the module itself is delivered using daily/ easy language. This is because the results of the need analysis show that the students want the module to be made in easy language. Nevertheless, this result is also supported by ACTFL guideline (quoted in Brown, 2007) which states that novice language learners have problems with limited vocabulary and need to use simple sentences.

Reflected to the previous study, this research has some similarities and dissimilarities also. Similar to Anwar’s (2013) and Prihatiningsih’s (2010) study, this research also aims at producing supplementary materials. This study has commonalities with Anwar’s study in term of the package of the product. Anwar’s product is in the form of printed materials. In contrast, Prihatiningsih’s product is in the form of electronic text on facebook. Viewing on this, Prihatiningsih’s product seems to be more economically and environmentally friendly since it does not need printing charge and papers. With the current condition where almost everybody has a facebook account, this breakthrough is desirable. Furthermore, while Anwar’s and Prihatiningsih’s studies pay attention more to the reading skill, this study focuses on the four skills, let alone integrated skills, instead. In addition, the two previous studies produce materials which were intended to be used for individual study, while this study produces materials for
Despite the good features of the module, the researcher experienced limitations upon the research process. It was dealing with the teacher validation process. In the validation process, the teacher insisted that the materials be ordered exactly like the syllabus. In fact, the order of materials in the syllabus did not match the sequencing and grading policy. Instead, the materials could be reordered if necessary as long as every topic is delivered in the semester. Hence, the material mapping phase in the material development process was impossible to be carried out.

SUGGESTIONS

This module is intended to be used in class, not individual study. Since this module contains listening materials with no listening CD, it is advisable for the teacher to recheck the pronunciation of the listening scripts before applying the materials in the class. The researcher also suggests that the teachers rely on the teacher guide for teaching suggestions and additional information in employing the module.

For future researchers, it is suggested that they develop the listening CD for the module so it can be used for individual study. Furthermore, the next researchers are suggested to develop materials for other KDs on grade one, or for other grades (grade XI and XII) of SMK to follow up the present study. The last thing to be noted is that this module development uses the syllabus of SMKN 11 Malang’s teachers. Hence, it is suggested that the future researchers who want to develop similar modules for other schools adapt the syllabus of the target school first.

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