DEVELOPING A PROTOTYPE OF SUPPLEMENTARY MATERIAL FOR VOCABULARY FOR THE THIRD GRADERS OF ELEMENTARY SCHOOLS

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ABSTRACT: The study is intended to develop a prototype of supplementary material for vocabulary as self-study material for the third graders of elementary schools. It modified Hyland model (2003); the researcher developed material based on data analysis taken from preliminary study. The material was validated and tried-out to the third graders of SDN Lowokwaru 3. The result showed that this study and the product have successfully answered the students’ needs in learning vocabulary especially on the body parts material.

Key words: prototype, supplementary material, vocabulary, third graders

The Decree of the Minister of National Education Number 060/U/1993 dated February 25 1993 in Suyanto (2010:2) states the English language teaching and learning implementation may start as early as the fourth grade of elementary school. Nowadays, the implementation of English language teaching and learning is started in the fourth grade of elementary based on the Standard of Competence and Basic Competence attached in the Government Regulation No 22 Year 2006 about Content Standard. The Decree of the Minister of National Education Number 060/U/1993 dated February 25 1993 also states that the English language for elementary school is only as a local content subject. Yet, in the Local Government of East Java in SK No 1702/105/1994 date March 30th 1994 stated that in East Java, the English language subject as an elective local content has become compulsory.

Improving the third graders’ vocabulary is important. Vocabulary is one of the components that underlay the four major skills of English language. Lewis, in Harmer (2007:75) states that exposure to enough suitable input, not formal teaching, is the key to increasing the learner’s lexicon, and that most vocabulary is acquired, not taught. Also, Harmer (2007:79) states that, “Lexis is as important as grammar. Showing how words combined together and behave both semantically and grammatically is an important part of any language learning program. In fact, vocabulary, as the one of the language components, is sometimes neglected in the teaching and learning. The teachers in many schools rarely teach vocabulary because it has been integrated to the major skills (Setiawan, 2010:1); whereas, the three components or the minor skills are the basic of the four major skills. It is because of the higher curriculum demand, the time limitation of vocabulary learning in the class and the limitation of the thematic vocabulary book as self-study.

According to the statement of the problem, the purpose of this study is producing a prototype of supplementary vocabulary materials to improve students’ vocabulary especially to the third graders of SDN Lowokwaru 3 Malang. As it stated in Cunningsworth (1995:10) that supplementary material especially graded book is expected to answer the disadvantage of coursebook that is improving varieties in teaching procedures, responding individual student needs and problems, and also improve the creativity in teaching technique and language
use, the time limitation for vocabulary learning and other complicated aspect in the class is expected to be coped with it.

The final product is a prototype of the supplementary material to be used as self-study material, namely a vocabulary thematic book. The main product of this prototype is the workbook that is completed with an answer key, a guide booklet and a CD. The specification of the product is originated from students’ needs in the preliminary study. It consists of one topic, parts of the body. It is developed in 10 sub-topics. The learner can use this product at home or the English teacher can suggest the students to do the vocabulary workbook during independent study section in the school therefore the use of this product do not disturb the usual schedule in the class.

The result of the study would be useful for the English teacher of _SDN Lowokwaru 3_ and other English teachers in other schools to overcome the problem of limited vocabulary session and students difficulty in learning vocabulary. This study can also become one of the guideline for teachers and further researcher who will develop other supplementary materials. The result of this supplementary material is also expected to complement the previous and available vocabulary workbooks.

The product is developed on the basis of the assumption that the supplementary materials are suitable for the students’ need and interest and also the material can improve the students’ vocabulary & motivation in self-study. It is based on Cunningsworth (1995:138) statement that, “An advantage of using this kind of graded (supplementary) material is that it is easy to find exercises at a lower or higher level than the regular course book being used.” He also states that the learner could choose topic that interest them then widen their vocabulary in connection with it and of course the topic can be linked with the similar topic in main course book. Commonly, learner will learn word or vocabulary faster if it is supported by some visual aid as media (Suyanto, 2010:47). The aids and exercises in it have aim and function, as students’ comprehend parametric, to support learners enhancing their vocabulary mastery.

The supplementary material only focuses on one topic of vocabulary material that is the parts of the body. Based on the result of preliminary study, topic mostly used in schools was parts of the body. Also, students only have less vocabulary in this topic such head, mouth, eyes, nose, ear, and foot. Moreover, it is expected that students can learn any vocabulary related to topic of body parts optimally by focusing the material development on one topic.

The definition of supplementary material is the material that supports the main coursebook usage. The contents are only additional materials, which support and give reinforcement for the proposed and selected materials in the course book. Vocabulary materials are interactive vocabulary activity consist of picture description, linking names and the picture, jumble letters that are used in the third grade of _SDN Lowokwaru 3_. It only focuses on parts of the body.

**METHOD**

The researcher decided to adapt Hyland’s (2003) model and procedures of development as displayed in Figure 1.1.
The research development started from needs survey that is observing the problems found that needs to be solved using product (materials or media). In this part, the researcher identified the students’ characteristics and behavior, observed the students’ difficulties in learning vocabulary and interviewed seven English teachers in seven schools around Malang and Kediri regency. The researcher also has tried to analyze the syllabus taken from the schools used for the third grade to combine with the students’ needs. From those, the researcher assumed that there were other schools have the similar problems with SDN Lowokwaru 3 Malang.

After analyzing the result of needs survey, the researcher developed material mapping first. The researcher developed the adapted syllabus and chose the topic of body parts then developed the material using the modification of Tomlinson and Masuhara’s model (2004:22). The material mapping is presented in the following figure.

The design of the material development is started from the result of the need analysis of teachers’ questionnaires and syllabus analysis. The theme and topic selected were based on the standards of content and the result of teachers’ interviews and observations. Based on the teachers’ questionnaire, there were 5 topics chosen and the researcher picked the topic of body parts as a prototype of the development model. It was only developed one topic because the topic of
body parts is taught in the third grade and students had difficulty in it. Next, the researcher developed syllabus based on the school’s syllabus. From the adapted syllabus design, the researcher chose the topic. Then the researcher decided the words to be learned. The words to be learned are head (hair, ear, eye, nose, lip, tongue), body, arm, knee, hand, leg, foot and toe. In this part, the researcher then mapped the selected words into the activities, the exercises and quizzes.

The prototype of the supplementary material started with an introduction that contained four purposes of using the book. This book consists of ten sub-topics from Parts A to J each of which consists of four to ten numbers of questions related to the parts of the body. The contents of the book from Parts A to J were transferred to the CD, except Part E and Part J. Therefore, the learners need to play the CD in learning the pronunciation of the words. The exercises session referred to testing criteria (Sulistyo & Rachmajanti’s, 2003:53). The student of Design and Visual Comunication Department did the design of pictures based on Arsyad (2011:173) and Panen (2001:18). One of the English Department students recorded the audio materials.

Then the developed material was reviewed and evaluated by experts and teacher using evaluation sheets. The expert verification and validation involved three respondents. They were asked to review the materials/contents, usability, and design/ layout. The first reviewer (Expert One/E1) was an expert in material development from one of the lecturers in English Department of State University of Malang. The second reviewer (Expert Two/E2) was an expert in English for Young Learners from one of the lecturers in the English Department of State University of Malang (E2). The third (Teacher/T) was an English teacher of the third graders in SDN Lowokwaru 3 Malang. The evaluation sheets contained two variables, the content and the design or layout of the prototype of the supplementary material. The content consists of five sub-variables and the design consists of four sub-variables. Any correction and suggestion from the expert and teacher were revised and then revalidated by them.

Next, the product was tried out to the appropriate subjects and setting. It was conducted to the third graders of SDN Lowokwaru 3 Malang. Two students were chosen from the lower, middle, and higher group of ability. Therefore, totally there are 12 students were chosen to try-out the product. Any improvements and changes based of try-out results became the basis of the following revision to reach the comprehensive final product/material.

RESULT OF DEVELOPMENT

The results of the try-out consist of the data from the experts and teacher’s evaluation sheets, the result of students’ try-out, and the students’ questionnaire as the instruments discussed in previous chapter. The first data was the evaluation sheets from the experts and teacher. The validation contains two main aspects, the contents and the design of the supplementary material. In the content aspects for the organization of the book, E1 and T gave four points that mean perfect for four validation aspects and three points that mean good for one validation aspect. While E2 gave four points for three validation aspects and three points for the two validation aspects. There are eleven aspects in sub-variable of material of the content. E1 and T gave four points for the six validation aspects and the other three validation aspects got three points. E2 gave four points for the six aspects,
thee points for the four aspects of material sub-variable. The easy of cultural understanding of the book was given two point which mean less. In the vocabularies sub-variable, four points given from E1 for the five validation aspects and the other two validation aspects got three points. E2 gave four points for four aspects and three points for three aspects of vocabulary sub-variable. T gave four points to the six aspects and three points in the aspect of the suitability between the amount of vocabulary to be learnt and the students’ level of study. For the exercises sub-variable, E1 and T gave four points for the four validation aspects and three points for another validation aspect. E2 gave four points for the two aspects and three points for the three aspects of the exercise sub-variable. The last is the students’ needs and approaches sub-variable. From the six validation aspects, E1 and T gave all of the aspect four points. E2 gave three points for the four validation aspects and four points gave to the other two aspects.

For the model of the book in the design of the book, the six validation aspects got four points from E1, E2 and T. All the three validation aspects of the colour got four points from E1 and T, as same as the validation aspects of the pictures and the attractiveness of the book. E2 gave four points for one aspect of colour, picture and the attractiveness sub-variables. E2 also gave three points for two aspects of colour and picture sub-variables and for the four aspects of attractiveness. As conclusion, some aspects need to be revised based on the result of this experts and teacher’s validation sheets; the book size, syllabus, the amount of vocabulary to be learnt, the cover design and the additional of guide booklet.

The second data presented are the result of the small group try-out. The result was presented and analyzed descriptively. It presents the students’ work and the results of try-out the supplementary material. The data obtained from the students’ try-out were the result of twelve students’ works. The results of the first try-out group fulfil the criteria of valid. By getting score in range 80-100%, the three students fulfilled the criteria of valid. The other students got score in range 60-79% and fulfilled the criteria of quite valid. The results of the first group also did not need to be revised. For the second try-out group that consists of six students, the two students fulfilled the criteria of valid by getting score in rage of 80-100%. The other four students fulfilled the criteria of quite valid by getting score in range 60-79%. The results of the first small group try-out were valid and did not need to be revised. The result of the second group was lower than the first group. It may be caused by the different situation and place factors in conducting the try-out. The first group got more proper place and situation than the second group. Another factor that influenced the different students’ results in this try-out is the difference students’ background knowledge in English language. Three students of the first group took courses outside the school whereas only one student of the second group took the course.

The third data was the students’ feedback in form of questionnaires. The questionnaires are covered the students’ comments in trying-out the material and students’ difficulties. In the result of students’ comments, 66% students stated that they understood what they learned and were able doing the exercises on the supplementary material for some reason. All of them agreed that the material improved their knowledge and vocabulary. Half students stated that they did not have any difficulties in doing and learning the materials. There were 25% students stated that they did not understand the materials and felt difficult doing the
exercises. They did not know the meaning and it made them did not know what to do. Based on the observation during the try-out and personal interview after the try-out period, they said that they did not read the guide booklet carefully. This additional factor affected the difficulties of the three students. From the result of students’ impression of the book, 11 to 12 students liked the materials’ layout, cover, pictures and color. They also agreed that the material was easy to bring to be learned. In addition, based on personal interview of students’ impression to the CD material, students mostly liked the CD material, the listening activity and pronunciation activity. It may be caused by the lack of students’ experience in listening audio material during the teaching and learning in the class. Based on students’ feedback, the materials did not need to be revised. Result of these three aspects became the basic to revise the product.

The revision was done based on the data that was obtained. The revision of the prototype of supplementary material based on the experts’ evaluation sheets were; the size of the book was changed from the A4 into A5, the syllabus was added with language features, the instructions were simplified, the amount of vocabulary to be learned were reduced from ±50 into ±25, the cover was changed to be more colourful and attractive to young learners, and also additional booklet was added as guide for students. After the product was revised, the prototype of the supplementary material became more interesting, easy to access, and more specific in answering students’ needs. These revisions became the basic of the final product development.

**PRODUCT ANALYSIS**

The final product is expected to fulfil the students’ needs. In the background of the study, the problems to be solved are the students’ lack of vocabulary and the limited time of vocabulary session in the class for the third graders of elementary school. There must be a good product to improve students’ vocabulary. Because of the limited time for vocabulary learning in the class, the product must be able to be learned outside the class or independently. These become the basic reason to decide the kinds of material development; supplementary material for self-study in learning vocabulary.

**Picture 1.1 The Products of Development Study**

The collected data, from the observations, interviews, and syllabuses, were conducted and analyzed to produce solution for the students’ needs. In the try-out data, most of the students were interested in trying-out the product. It means that the product was successfully attracting the students to start studying independently as the answer of the limited time in learning vocabulary inside the class. The additional CD helped the students to learn pronunciation well and the guide booklet as the product complement successfully attracted and helped the
students in understanding the content of the book. The CD is expected to help students learn the correct pronunciation of the vocabulary inside the product and the guide booklet is for self-study guide. Therefore, they did not need to bother any people to help them learn. As the conclusion of this study, the supplementary material development was successfully help the teachers to solve the limited time of vocabulary learning and the students to improve their vocabulary and help them to have responsible on their needs of learning.

However, this product has some weaknesses. First, the developmental product purpose is only to overcome students’ problems in vocabulary of body parts, therefore the scope is limited to the vocabulary of body parts only. Second, for the additional CD, it is only additional improvement of the learners’ pronunciation so the pronunciation session is not as deep and clear as the vocabulary session discussed in this study. Last, the learners’ study of the product of this study will be useless if the learners do not be honest in doing the exercises by opening the page of answer key to see the answers before they tried to do the exercises. The suggested solution is the learners’ teacher/parents/or family can cut the page of the answer key and it is given after the learners done in doing the vocabulary workbook.

Several recommendations are addressed to the English teacher of SDN Lowokwaru 3 Malang and English teachers of the third graders in other schools, teachers who will develop other supplementary material and further researchers concerned on this study, and the researcher itself. For the English teacher of SDN Lowokwaru 3 Malang and English teachers of the third graders in other schools, this supplementary material for vocabulary has been successfully fulfilled the students’ need based on the result of the try-out. This study can be used as the steps to overcome the limited time in teaching vocabulary integratedly. For the teachers and further researchers who will develop other supplementary materials, this study can be used as a guideline in conducting the developmental study based on the successful aspect in validation and try-out. The development of similar products of other topics is suggested to be more interesting and attracting in larger variety topics since it is useful for the learners. Last is for the researcher itself, this study can contribute to the next career as a teacher. By conducting this study, the researcher has gotten an experience in problem solving one of amount of problems during the teaching and learning process. Therefore, she has to teach creatively and professionally later.

REFERENCES


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