

DEVELOPING SUPPLEMENTARY ENGLISH TEACHING MATERIALS FOR THE TENTH YEAR STUDENTS OF SMA PGRI 6 DENPASAR IN IMPLEMENTING CURRICULUM 2013

Pengembangan Materi Pelengkap Pengajaran Bahasa Inggris untuk Siswa Kelas Sepuluh SMA PGRI 6 Denpasar dalam Mengimplementasikan Kurikulum 2013

Ni Made Yuniari, S.Pd., M.Pd
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Dwijendra
e-mail: yuusparkling@yahoo.co.id

Abstract

The aim of this study is to develop the supplementary English teaching materials for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013. In this study, the model of Research and Development by Sugiono was employed as the research procedures. From those procedures, new materials were developed, analyzed by experts, revised, field-tested, analyzed, and finally produced. The data were collected by using several instruments namely rubric and questionnaire which was taken from the criteria of a good material by Tomlinson and BSNP. The rubric was filled by the expert judgments and teacher, while the questionnaire was filled by teacher and students. In addition, the pretest and posttest were also conducted. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. The result of this study shows that the supplementary English teaching materials which was developed by researcher is effective to be used for teaching English in implementing curriculum 2013. In conclusion, the supplementary English teaching materials are suitable to be used for the tenth year students of SMA PGRI 6 Denpasar in implementing curriculum 2013.

Key words: Supplementary, English Teaching Materials, Curriculum 2013

Abstrak

Penelitian ini bertujuan untuk mengembangkan materi pelengkap pengajaran Bahasa Inggris untuk siswa kelas sepuluh SMA PGRI 6 Denpasar dalam mengimplementasikan Kurikulum 2013. Pada penelitian ini, Model Penelitian dan Pengembangan dari Sugiono dipakai sebagai prosedur penelitian. Dari prosedur-prosedur tersebut, materi-materi baru dikembangkan, dianalisa oleh para ahli, direvisi, di tes di lapangan, dianalisa, dan terakhir diproduksi. Data dikumpulkan dengan menggunakan beberapa instrument yang bernama rubric dan kuesioner yang diambil dari Kriteria materi yang baik berdasarkan Tomlinson and BSNP. Rubrik tersebut diisi oleh pakar ahli dan guru, sedangkan kuesioner diisi oleh guru dan siswa. Selain itu, juga diadakan pretest dan posttest. Hasil skor mean dari pretest adalah 79.08, sedangkan skor mean dari posttest adalah 86.58. Ini menunjukkan bahwa hasil skor mean dari posttest lebih tinggi dari skor mean pretest. Hasil dari penelitian ini menunjukkan bahwa materi pelengkap pengajaran Bahasa Inggris yang dikembangkan oleh peneliti efektif digunakan untuk mengajar Bahasa Inggris dalam pengimplementasian Kurikulum 2013. Dapat disimpulkan bahwa materi pelengkap pengajaran Bahasa Inggris ini cocok digunakan untuk siswa kelas sepuluh SMA PGRI 6 Denpasar dalam mengimplementasikan Kurikulum 2013.

Kata Kunci: Pelengkap, Materi Pengajaran Bahasa Inggris, Kurikulum 2013.

INTRODUCTION

Education is the most important factor in the development of human life. This is because human though can be formed by education. Through the processes of education, human can develop their life into better life. In line with that, *Pusat Kurikulum Badan Penelitian dan Pengembangan Depdiknas* (2007) states that, a proper and valuable education is very important to make human alive. Moreover, individual personality is developed through the processes of education in order to build human maturity.

Furthermore, in globalization era, the human quality needs to be improved. In this case, human have to be more innovative and creative to gain a better output. Human as the citizen are reaching a bright future. In addition, every government in each country always struggles to lead the citizen reaching a bright future in order to bring advantages to the country itself. The government is trying to create a new educational program, in order to refresh the educational things in their country according to world's development.

In addition, Curriculum is a set of plans and arrangements about aim, contents, and subject matter material and the technique of implementation, which is used as a guideline of education implementation to achieve certain educational goals (BSNP, 2006). Curriculum in Indonesia especially for Senior High School has been changed several times. According to Herliyati (2008), there are several curriculums that had ever been applied in Indonesia. The first curriculum which was born during the freedom Plan designation curriculum lessons 1947(*Rentjana Pelajaran 1947*) . It was a replacement for the Dutch colonial education system. In 1952 the curriculum in Indonesia had been improved namely Plan lessons Unraveling 1952 (*Rencana Pelajaran Terurai 1952*). This curriculum had led to a national education system which was more details and syllabus subjects were obvious. By the year 1964, the government changed the curriculum system in Indonesia. This time it was named Education Plan 1964 (*Rentjana Pendidikan 1964*). In this curriculum, the learning is centered on programs Pancawardhana (Hamalik, 2004), namely the development of moral, intellectual, emotional / artistic, craft, and physical. Then, in 1968 Education Plan 1964 had been renewed into Curriculum 1968. It changed the structure of the educational curriculum *Pancawardhana Pancasila* soul into coaching, knowledge base, and special skills. Next curriculum was a curriculum 1975. This curriculum used the approach procedure Instructional Systems Development (ITS). It led to the achievement of specific goals, which can be measured and formulated in the form of student behavior. By the year 1983, the curriculum 1975 was changed into curriculum 1984. This was because curriculum 1975 was considered no longer compatible with the needs of the community and the demands of science and technology. In the curriculum 1984, the learning process emphasizes the theory of learning and less attention to the content of lessons. Then, curriculum 1994 created as the completion of curriculum 1984 and accordance implemented with the Law no. 2 in 1989 about National Education System. This change took effect on the system of learning time, which was the change of the semester to the quarter system. In 2004, the government innovated curriculum 1994 into Competency-Based Curriculum in order to improve the quality of education in Indonesia. Competency-based education focused on developing the ability to do (competence) duties in accordance with certain performance standards that have been set (Hamalik, 2007). In 2006, through Regulation of the Minister of National Education (*Permendiknas*) No. 22/2006 on Education Content Standards and *Permendiknas* No. 23/2006 on Graduation Competency Standards, drove the emergencies of the Education Unit Level Curriculum (KTSP) or Curriculum 2006. KTSP is a continuation of Competency-Based Curriculum. In this curriculum teachers and schools were free to develop themselves according to the conditions of the students and their regions.

Finally, in 2013, the curriculum is changed into an integrative thematic concept called Curriculum 2013. It has been published on November 2012 and applied to Elementary School, Junior High School, High School, and Vocational School on February 2013. Furthermore, the purpose of Curriculum 2013 is to produce the students who have mentally though, physically healthy, tolerant, and willing to live in harmony with other of different religion, race, and tribe. It means that education should not only make students smart, but also have a good morality. It is supported by Deputy Minister of Education, Kasim (2012) who states the change of curriculum in Indonesia is an absolute necessity. It is because nowadays, many students do not have character, tolerance, and empathy for others. It causes the instances of students violence are increasing as consequences. By applying Curriculum 2013, it is hoped that students will become better citizen. That is why character and a greater sense of morality must be included.

However, Curriculum 2013 is still being discussed as a pro-contra issue. Due to the implementation of Curriculum 2013 that has some advantages and disadvantages in several ways. First, in Curriculum 2013, the competence in English as subject matter defines in larger domain. It does not only cover knowledge (competence) and skill (performance), but also moral education (religious values and attitudes). According to Wachidah (2013), the curriculum 2013 is competence based, operationally integrating the four aspects of competence namely religion values, attitudes, knowledge, and skill. Third, Curriculum 2013 is designed continuously from SD to SMA. Specifically, the SMA competence

is a continuance from SD and SMP. Second, curriculum 2013 will reduce the burden on teachers especially in making syllabus. In line with that, Nuh (2013) states that the government provides teacher with syllabus, it is different with KTSP where the teachers burdened with making their own syllabus.

On contrary, there are the disadvantages of Curriculum 2013. First, it is not an easy task to prepare the teachers in order to understand the concept of the curriculum 2013 and able to use it in the classroom. This is because the government has to conduct effective socialization and training series. According to Daud (2013), conducting effective socialization and training series will not be easy considering the size and the wide range of national education with more than 2.9 million teachers scattered around 208,701 schools across the country. In fact, most of teachers in Indonesia are rarely touched by training. Thus, they are not ready to implement curriculum 2013.

Second, the training which has been conducted was only focused on introducing the teachers to the new concepts of curriculum 2013. It was not focused on implementing curriculum 2013. Actually, the implementation of curriculum 2013 is the most important thing that is needed by teachers. In line with that, Daud (2013) states that training that focuses only on the artificial change, such as introducing the teachers to the new concepts or skills in the curriculum in 2013, would never make substantive changes in the field. All great changes always begin from changing the way of thinking. Therefore, a revolutionary training and socialization method involving great motivators, psychologists and professional pedagogue is necessary.

In this study, the writer would develop Supplementary English teaching materials for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013. There are several reasons why Supplementary English teaching materials should be developed. First, the school does not provide English text book for curriculum 2013 for both teachers and students. However, the school only provides a text book which contains the materials of the previous curriculum. So, it is not match with new curriculum. Second, Curriculum 2013 for Senior High School has three groups of subjects, group A (general programme), group B (general programme), and group C (specialization subject). There are three choices of specialization, such as Mathematics and Science, Social Studies, and Language and Culture. The specialization is started from grade X. Moreover, there are two kinds of syllabus which are used in Curriculum 2013, especially for English subject, such as general and specialization syllabus. It means that teachers and students need more than one book. This is because the materials in those syllabuses are different.

This study would focus on developing Supplementary English teaching materials. This is because the materials in general programme are more complex than specialization subject. There are a lot of materials that should be taught by the teacher. Moreover, the writer found that teacher in SMA PGRI 6 Denpasar taught their students by using their own materials. They found it from the internet and the book from the previous curriculum which is still related with new curriculum. However, those materials were not suitable with the concept of curriculum 2013. This was because the moral education was not included in the materials and some activities were not created based on scientific approach.

Furthermore, the purpose of developing these Supplementary materials is to make the teacher easier in implementing curriculum 2013. However, the writer hopes that the user would not have a high expectation with this Supplementary material. This is because there are many things that should be fixed in order to gain a good teaching material. It is expected that this supplementary teaching material would help and guide the teachers who are still confused how to implement new curriculum.

RESEARCH METHOD

This study was conducted at SMA PGRI 6 Denpasar, in which there are 3 (three) classes of the ten grade students. There are several reasons this study would be conducted at that school based on the result of observation, such as: the location of SMA PGRI 6 is easier to be reach; the writer is familiar with the situation and condition in that school; the teachers' educational background are mostly S1 degree; the students' input of SMA PGRI 6 denpasar belong to middle level.

The subjects of this research were the tenth year students of SMA PGRI 6 Denpasar while the object of this research is Supplementary English teaching materials for curriculum 2013. This study could be categorized as Research and Design. It refers to the evaluating materials in which the findings of the study were used to develop a new product (Gall & Gall, 2003).

In relation to the above definition, this research was a preliminary research and development (R&D) since the aim of this research was to design a new product of Supplementary English teaching

materials for the tenth year students of Senior High School in terms of their appropriateness towards curriculum 2013.

The finding of this study would be used to design and procedures, where it would be systematically field tested, evaluated, and refined. This study is descriptive qualitative research in which the data obtained from the research instrument would be described systematically. In this study, the procedures of the research design would be adapted and modified based on the model of Research and Development by Sugiono (2013).

Several activities were conducted in analyzing this study. The first step, the data was obtained from the rubric in which was filled up by the researcher in order to decide the material in the syllabus that should be developed for the tenth year students of Senior High School. Then, the material was developed by considering the revision of expert judgment before the material being field tested. After the development material being tested, the questionnaires were distributed in order to know the students' and teacher's judgment about the English teaching material development for the tenth year students of Senior High School. The data that gather from the instruments that had been filled by the despondences and researcher was then tabulated. The tabulated data was analyzed descriptively.

FINDINGS AND DISCUSSION

This finding is used to answer the major problem where it is developed by combining the minor problem. To get the data of the minor problems, the steps of R&D developed by Sugiono (2013) is done in this research. The finding in detail can be seen as follow. (1) The themes which are needed to be developed in the Supplementary English teaching materials. The themes of the supplementary materials are taken by doing need analysis. Need analysis is the first step of the process of design the supplementary teaching material. In the need analysis, the researcher firstly analyze syllabus of curriculum 2013. The syllabus analysis contains several aspects that should be analyzed, such as core competence, basic competence, indicators, description, and score. The researcher used these analyses as the guideline for developing themes of the supplementary materials. The following are the themes which are developed.

The themes which were used in the supplementary materials were taken from core competence 3 and 4 (K3 and K4). This is because core competence 1 and 2 (K1 and K2) were about moral education (religious values and attitudes). However, these core competences could be still integrated with core competence 3 and 4 indirectly. There were nine themes that would be used in this supplementary material, namely this is me, well done!, paying attention, intention, congratulation, past experience, it's Missing, and legend.

(2) The topic which are needed to be developed in the Supplementary English teaching materials. After finding the suitable themes for every unit in the supplementary material, the topic can be developed. The following are the topics which are developed.

The topics above were chosen based on the development of themes that have been created. The topics and the themes were related because they were inspired from the basic competencies of syllabus curriculum 2013. The topics is hoped to cover the themes in every unit of this supplementary material. There were nine units in the supplementary English materials. Each unit had a topic which was related with the materials and activities. The topic in this supplementary English teaching materials are my family, admiration, social awareness, future plan, felicitation, recount text, descriptive text, announcement, and narrative text.

(3) The activities which are needed to be developed in the Supplementary English teaching materials. From the themes and topics which have been developed, then the activities can be designed. In every unit of the book contained several activities, such as observing, questioning, exploring, associating, and communicating. These activities were chosen based on the requirement of curriculum 2013 that was using Scientific Approach. Besides that, the moral education (religious values and attitude) was also inserted in the activities.

From the above finding, the supplementary teaching materials are designed.

(4) The effectiveness of material development to teach English for the tenth year students in implementing curriculum 2013. To find the effectiveness of material development to teach English for

the tenth year students in implementing curriculum 2013, the field test was conducted. In this step, the supplementary English teaching materials were implemented by teacher.

After implementing the supplementary materials, the teacher was given two instruments to be used to assess the supplementary English materials. First, the teacher was given an authority to evaluate the materials which had delivered to the students by filling the rubric that was design based on curriculum 2013 and criteria of good English text book by BSNP. In this rubric, the teacher need to give check (✓) in the scoring scale of each indicator that was occur in certain unit. The second instrument was a questionnaire given after each lesson has been implemented. In this study used two kinds of questionnaire. The first questionnaire was filled by the teacher. The teacher was also given a chance to express her feeling, judgment upon the material and the possible solution for the improvements that can be done to the better material. While, the second questionnaire filled by the students. This questionnaire forms were administrated to the students after the entire lesson had been done. Furthermore, the result of the rubrics can be found as the following.

The Result of the Rubric based on the development of Criteria of a Good English Text Book by BSNP. The first rubric was the Rubric for teacher. It was developed based on the criteria of a good English materials proposed by Tomlinson (1998) and BSNP. Rubric contained four scoring scales, for each item of a good English material. There were 84 items in this rubric. This rubric aimed at assessing the compliance of the material with criteria of a good English material. This rubric was given to the teacher at the end of field testing. The followings were the result of the rubrics. To know the teacher's opinion regarding material the result of the rubric were analyzed, and then the result were categorized into one of the following rating scale: Excellent Material, Good Material, average Material , below average Material, and poor Material. From the scale above the researcher analyzed the result from the good material rubric and the result of the analysis showed that the accumulative score of the existing material was 313. Thus, it was categories into a good material.

Furthermore, from the result of the questionnaire filled by teacher, the supplementary materials obtained only 90,91% of appropriateness level. It was affected by three no answer which was answered by the teacher. She did not agree with question number 9, 18, and 21. Question number 9 was about *the implementation of attitude, knowledge, and action*. The teacher answered no because the implementation of attitude in the book needed to be improved. There were many instructions in the activities that did not show the attitude value. While, the question number 18 was about *the students' abilities in communicating*. The teacher answered no because there were many students who could not be able to communicate well. And the last, question number 21 about *the sentences were used in the book, whether those were understandable or not*. The teacher answered no for this part because some students confused about the sentences. The choices of words in the sentences were too difficult. Overall, it summarized that the supplementary materials presented were considered as good material; it meant that the teacher considered the material acceptable.

The second questionnaire was filled by the students. This questionnaire can be seen in appendices. The questionnaire was aimed at collecting students' opinion on the materials. This questionnaire was given to the students at the end of field testing.

Therefore there were 23 questions administered to 24 students. The answer of the students in the questionnaire was coded as 1 if the students answered yes and 0 if the answered no.

The result of questionnaire filled by students was most of the students felt the English materials were interesting, understandable, systematic, and matched with the students' characteristics. Besides that, the materials developed by the researcher could motivate the students to learn and they were not felt bored easily and also this material was as one of the supplementary materials to avoid the monotonous learning english in the classroom. Moreover, it would help the teacher implementing curriculum 2013 appropriately. Based on the above results of the instruments, it can be summarized that the materials developed by the researcher has complied with curriculum 2013, and also with the criteria of good material. Beside that there were a number of suggestions should be followed such as: 1) the supplementary English materials should be added with more activities. 2) Each unit of the supplementary English materials should be added more pictures. And 3) the teacher suggested changing some instructions into the instructions that show attitude values.

The researcher later improved the material by correcting the wrong parts of the material as well as doing the steps above as suggested by the teacher. The improvement of this material would become the final product of this research.

Besides giving questionnaire to the students, the pretest and posttest were also conducted in order to measure whether the supplementary English materials were effective or not to be used in teaching English for the tenth year students.

After both pretest and posttest had been found, they would be compared by finding the mean scores. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. From that result, it can be concluded that the supplementary English teaching materials which was developed by researcher is effective to be used for the tenth year students in implementing curriculum 2013.

From the findings which have been found. It can be seen that these findings are used to answer the major problem where it is developed by combining the minor problem. To get the data of the minor problems, the steps of R&D developed by Sugiono (2013) are used in this research.

The data that have been found are the themes, the topics, and activities which are needed to be developed in the Supplementary English teaching materials. From the data, it can be found that there are nine units in the supplementary English teaching materials. Each unit has a theme and a unit. It also contains several activities. The themes, the topics, and the activities are taken from need analysis by analyzing the syllabus of curriculum 2013. The syllabus analysis contains several aspects that should be analyzed, such as core competence, basic competence, indicators, description, and score. The researcher used these analyses as the guideline for developing themes, topics, and activities of the supplementary materials.

Moreover, themes and topics which are chosen in the supplementary materials are adapted by core competence 3 and 4 (K3 and K4). This is because core competence 1 and 2 (K1 and K2) are about moral education (religious values and attitudes). However, these core competences can be still integrated with core competence 3 and 4 indirectly. From the themes and topics which have been developed, then the activities can be designed. There are 9 units which are provided by the researcher. Those units contain several activities that suitable with the need analysis. In every unit contains several activities, such as observing, questioning, exploring, associating, and communicating. These activities are chosen based on the requirement of curriculum 2013 that is using Scientific Approach. Besides that, the moral education (religious values and attitude) is also inserted in the activities. It can be showed from the instruction that is given in every activity. From the instruction, the students can learn moral education indirectly.

Furthermore, in developing the supplementary English teaching material, the researcher adapted the criteria of a good material by Tomlinson and BSNP. From those criteria, the instruments are created. The instruments that are used in this study are rubric and questionnaire. The rubric is filled by expert judgments and teacher, while the questionnaire is filled by teacher and students.

The rubric consists of three aspects that must be analyzed, namely content (*kelayakan isi*), presentation (*kelayakan penyajian*), language (*bahasa*), and graphic design (*kelayakan kegrafikaan*). First, in the content, there were several indicators which were used to analyze the content in the book, namely the appropriateness of material, the adequacy of material, the depth of material, the implementation of scientific approach, authentic assessment, and the insertion of characteristic education. The quality of the content could be measured by using those indicators. So that, the content of the book would be reliable used for teaching. Second, Presentation (*kelayakan penyajian*). The presentation should be well prepared by the teacher in order to make the teaching and learning effective. There were several indicators in presentation, namely presentation technique, the supporting presentation, and the completeness of presentation. Third, language (*bahasa*). The usage of language in the book would influence the comprehension of the students in understanding the instruction of every activity in the book. So that, the students would not be confused learning the materials. In line with that, the instructions should be written in language that is appropriate for the target learners in order to be effective (Jolly & Bolitho, 1998).

Forth, Graphic design (*kelayakan kegrafikaan*). The design of cover book sometime could attract the students to read it. Especially when they opened the book, then they found the content of the book also designed colorfully with pictures and words. They would be motivated to learn the materials. Besides that, the size and the color of words and pictures should be proportional. So, it would be eye catching. In line with that, materials should be attractive in terms of their *Physical appearance* which includes the density of the text on the page, the type size, and the cohesiveness and consistency of the layout (Jolly & Bolitho, 1998).

In fact, in the content aspect, it was found that there were some items that should be omitted, because those items were not relevant and useful for the rubric. Those items also could not be connected to the other items. Thus, it seemed there was a gap between them. Furthermore, the expert suggested adding other items which appropriate with the rubric. In the other aspects, the experts agreed that all items were suitable to be included in the rubric. And the items were relevant to be used in the rubric.

In addition, the expert commented on the materials in the supplementary materials. She said that this book was too simple and lack of materials. She suggested creating more activities and giving more examples in the materials. The students would be more understand the materials if many examples was given. This was because those examples were their guideline to understand and apply the materials.

Moreover, in this supplementary materials consisted of 9 units. Every unit contained several activities namely observing, questioning, exploring, associating, and communicating. Those activities were added based on scientific approach. From those activities, the expert was concerned in questioning activity. In this activity, the researcher provides some questions which were related to the topic. However, the expert did not agree to give the questions to the students. This was because actually in questioning, the students had to make questions not answer the questions in the book. Giving some questions to the students seemed too conventionally. Nowadays, the students had to be more active. Questioning activity is hoped to encourage students' curiosity in order to gain new knowledge by their selves.

Furthermore, the expert also suggested adding moral education in the instruction of every activity in the book indirectly. So that, from the instruction, the students could learn what the moral education is indirectly. Besides that, the moral education could not be only added as the instruction, for example; it could be used as some tips for the students.

In line with that, Tomlinson (1998) states that English language teaching materials should have appropriate instructions. It means that the instructions should be clear. However, some of excellent materials often fail in their pedagogical realization (Jolly & Bolitho, 1998: 93) because of a lack of clarity in their instructions. For instructions to be effective, they should be written in language that is appropriate for the target learners.

Moreover, the expert suggested adding students' evaluation in teacher's performance. In this evaluation, the students could give some advises to their teacher. So that, the students had not only made their selves reflection, they also can evaluate the teacher. It was done in order to fix some misunderstanding during learning process. The expert also added several comments to correct some grammatical mistakes, spelling, and diction in writing the material.

Suggestions and critics from the expert judgments that were filled in the rubric were as consideration to revise some points in the supplementary English teaching material. Based on the revision by the expert judgments, there were several things should be revised, they were; adding more activities in the supplementary materials; adding more examples in the materials; changing the activity of questioning into a suitable one; and adding some tips in the activities.

The findings of this study also showed the result of rubric and questionnaire filled by teacher and students. The result of rubric filled by teacher is categorized into one of the following rating scale: Excellent Material, Good Material, average Material, below average Material, and poor Material. The result shows that the $M_i = 210$ and $S_{di} = 70$. They were put into the formula to find the scale rating for the materials. From the formula the researcher analyzed the result from the good material rubric and the result of the analysis showed that the accumulative score of the existing material was 313. Thus, it was categories into a good material.

The result of questionnaire filled by teacher is the supplementary materials obtained only 90,91% of appropriateness level. It was affected by three no answer by the teacher for question number 9, 18, and 21. Question number 9 was about *the implementation of attitude, knowledge, and action*. The teacher answered no because the implementation of attitude in the book needed to be improved. There were many instructions in the activities that did not show the attitude value. While, the question number 18 was about *the students' abilities in communicating*. The teacher answered no because there were many students who could not be able to communicate well. And the last, question number 21 about *the sentences were used in the book, whether those were understandable or not*. The teacher answered no for this part because some students confused about the sentences. The choices of words in the sentences were too difficult. Overall, it summarized that the supplementary materials presented were considered as good material; it meant that the teacher considered the material acceptable.

The result of questionnaire filled by students can be found that most of the students felt the English materials were interesting, understandable, systematic, and matched with the students' characteristics. Besides that, the materials developed by the researcher could motivate the students to learn and they were not felt bored easily and also this material was as one of the supplementary materials to avoid the monotonous learning reading in the classroom. Moreover, it would help the teacher implementing curriculum 2013 appropriately.

Based on the above results of the instruments, it can be summarized that the materials developed by the researcher has complied with curriculum 2013, and also with the criteria of good material. Beside that there were a number of suggestions should be followed such as: 1) the supplementary English materials should be added with more activities. 2) Each unit of the supplementary English materials should be added more pictures. And 3) the teacher suggested changing some instructions into the instructions that show moral education.

Besides giving questionnaire to the students, the pretest and posttest were also conducted in order to measure whether the supplementary English materials were effective or not to be used in teaching English for the tenth year students. After both pretest and posttest had been found, they would be compared by finding the mean scores. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. From those result, it can be concluded that the supplementary English teaching materials which was developed by researcher is effective to be used for the tenth year students in implementing curriculum 2013.

Therefore, the supplementary English teaching materials are suitable to be used for the tenth year students of SMA PGRI 6 Denpasar in implementing curriculum 2013.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

There were two major objectives of this study. The first objective was to find which materials should be developed to teach English for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013. This objective covered several minor objectives, they were (1) to analyze the themes which are needed to be developed in the Supplementary English teaching materials for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013; (2) to analyze the topics which are needed to be developed in the Supplementary English teaching materials for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013; and (3) to find the activities which are needed to be included in the Supplementary English teaching materials for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013. The second objective was to know how effective the development of Supplementary English teaching materials that is used to teach the tenth year students of SMA PGRI 6 Denpasar.

The data were gained by using several instruments namely rubric and questionnaire. The rubric was taken from the criteria of a good material by Tomlinson and BSNP. This rubric was filled by the expert judgments and teacher. While the questionnaire was filled by teacher and students in order to know their opinion about the supplementary English teaching materials.

After designing the instruments, the model of Research and Development by Sugiono (2013) was employed as the research procedures. The data obtained were qualitatively analyzed. From the result, new materials were developed, analyzed by experts, revised, field-tested, analyzed, and finally produced.

Considering the findings and discussion, several conclusions could be drawn.

In developing the supplementary English teaching materials, several procedures were conducted. It started from the need analysis. It was done by analyzing syllabus of curriculum 2013. From the need analysis, it was found that there were nine units in the supplementary English teaching materials. Each unit had a theme and a unit. The themes, the topics, and the activities were taken from the need analysis by analyzing the syllabus of curriculum 2013. There are nine kinds of themes in the supplementary English teaching material namely; this is me, well done!, paying attention, intention, congratulation, past experience, it's Missing, and legend. While the topic in this materials are my family, admiration, social awareness, future plan, felicitation, recount text, descriptive text, announcement, and narrative text. The Supplementary English teaching materials are also contained several activities. In every unit contained several activities, such as observing, questioning, exploring, associating, and communicating. These activities were chosen based on the requirement of curriculum 2013 that was using Scientific

Approach. Besides that, the moral education (religious values and attitude) was also inserted in the activities. After that, the researcher begun to design a developed material. In developing materials, discussing and revising with expert judgments and supervisors was conducted in order to find the compatibility of the new material. After the materials have been designed, the field test was conducted to know the application of the supplementary materials. After that, several revisions were done for the betterment.

After doing the field test, rubric and questionnaire were given to teacher and students. Based on the results of the instruments, it can be summarized that the materials developed by the researcher has complied with curriculum 2013, and also with the criteria of good material. Besides that there were a number of suggestions should be followed such as: 1) several activities should be more added in the supplementary English materials. 2) Some pictures should be added in each unit of the supplementary English materials. And 3) some instructions are suggested to be changed into the instructions that show moral education.

The pretest and posttest were also conducted in order to measure whether the supplementary English materials were effective or not to be used in teaching English for the tenth year students. After both pretest and posttest had been found, they would be compared by finding the mean scores. The result of pretest's mean score was 79.08. Then the mean score of posttest was 86.58. It shows that the result of posttest's mean score is higher than pretest's mean score. From those result, it can be concluded that the supplementary English teaching materials which was developed by researcher is suitable to be used for the tenth year students in implementing curriculum 2013.

In conclusion, the supplementary English teaching materials are effective to be used for the tenth year students of SMA PGRI 6 Denpasar in implementing curriculum 2013.

The implication of this study expects that the teacher of class X of SMA PGRI 6 Denpasar could use the supplementary English teaching materials in teaching English. These supplementary materials are suitable to be used by students of Senior High School especially for the tenth year students of SMA PGRI 6 Denpasar, since it was developed based on the requirement of curriculum 2013 and the criteria of a good materials by Tomlinson and BSNP.

This research is a preliminary research aiming at developing the supplementary English teaching materials for the tenth year students of SMA PGRI 6 Denpasar in implementing Curriculum 2013. Since there are some limitations of this study, further test still need to be done to this particular material. Teachers and other researchers are encouraged to develop their own material for teaching English in implementing curriculum 2013. Moreover, the result of this research still needs a broader scope of field testing in order to get a better result and to ensure the effectiveness of the product.

REFERENCES

-
2003. "Undang Undang Sistem Pendidikan Nasional". http://www.lin.go.id/dokumen/230703r940001/uu_sis1.htm. Download date: 11 November 2013
-
2013. "Kurikulum 2013, Peminatan di SMA Sesuai Rapor dan Wawancara". <http://www.suarapembaruan.com/home/kurikulum-2013-peminatan-di-sma-sesuai-rapor-dan-wawancara/38170>. Downloaded date: 10 November 2013
-
2013. "Muhammad Nuh: 2013 Curriculum for the Effectiveness of Good Learning". <http://dpd.go.id/en/2013/02/muhammad-nuh-2013-curriculum-for-the-effectiveness-of-good-learning/>. Downloaded date: 10 November 2013
- Adhi, Made Kerta. 2003. Studi Evaluatif Tentang Kesiapan Guru IPS Dalam Mengimplementasikan Competency Based Curriculum, SMUN Se-Kota Denpasar Tahun Pelajaran 2002-2003. *Unpublished Thesis*. Singaraja: Magister program IKIP Negeri Singaraja.
- Alderson, J.C. & Urquhart, A.H. 1984. *Reading in a Foreign Language* London, Longman
- Arieta, C. 2007. "What is Reading Comprehension and How does it relate to college learning?" <http://www.ciera.org/library/intresre/compprinciples/index.html> Download date 3 November 2009
- Beatrice, S Mikulecky. 1990. *A Short Course in Teaching Reading Skills*. United Stated of America: Addison – Wesley Publishing Company.

- Brown, H. Douglas, 2004. *Language Assessment: Principles and Classroom Practices*. San Fransisco State University.
- Brown. G nad G. Yule, 1983. *Teaching the Spoken Language ; An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.
- Coles Martin, & Harrison, Colin. 2001. *The Reading for Real Handbook (2nd Edition)* London and New York: Routledge Falmer
- Cross, David. 1991. *A Practical Handbook of Language Teaching*. London: WC3N5JE.
- Dambayana, Putu Eka. 2010. *Developing English Writing Materials for the seventh Year Students of SMP Negeri 2 Singaraja, Bali in the Academic Year 2009/2010: A Descriptive Qualitative Research and Development*. Unpublished Thesis, Singaraja: UNDIKSHA
- Dewi, Kadek Yati Fitria. 2010. *Developing English Speaking Materials for the Seventh Year Students of SMP Negeri 2 Singaraja in Academic Year 2009/2010*. Unpublished Thesis, Singaraja: UNDIKSHA
- Farris, P.J. 1993. *Language Arts: A Process Approach*. Dubuque-USA. Wm. L.Brown Communication, Inc.
- Gall & Gall. 2003. *Educational Research*. U.S.A: Pearson Education, Inc
- Guariento, W. & Morley, J. 2001. "Text and Task Authenticity" in *the EFL Classroom* in *ELT Journal* 55(4), pp 347-353
- Howart, Patrick. 2000. "Making Reading Communicative" http://www.teachingenglish.org.uk/think/read/com_read.shtl Download date: 10 November 2009
- Jolly, D. & Bolitho, R. 1998. "A framework for materials writing". *Materials Development in Language Teaching* (p.90 – 115) Cambridge: Cambridge Language Teaching Library, Cambridge University Press.
- Juniari, Ni Putu. 2005. *The Application of PARTS Strategy to Improve the Achievement of the Second Year Students in Comprehending Reading Text (A Classroom Action Based Research Conducted at the Class of Social Science I of SMAN I Semarapura in the Academic Year 2005 / 2006. Unpublished Thesis in IKIP Singaraja.*
- Kartaredja, S. 2008. *Developing the English Instructional Materials through the Genre Approach for the First Semester of Year Twelve at the State Senior High School 14 and 17 of Surabaya. Unpublished Thesis. Magister Program: IKIP PGRI Surabaya .*
- Kramsch, C, 1986. *From Language Proficiency to Interactional Competence*. The Modern Language Journal 70 (4):366-372.
- Kwartolo, Yuli. (2002). "Catatan Kritis Tentang Kurikulum Berbasis Kompetensi". *Jurnal Pendidikan Penabur. Edisi no.1 / Maret, BPK Penabur, Jakarta 2002.* <http://www1.bpkpenabur.or.id/jurnal/01/075-085.pdf> Download date: 3 November 2009
- Maley, A. 1998. "Squaring the circle: Reconciling Materials as Constraints with Materials as empowerment" in *Language Teaching* (p.279 – 294) Cambridge: Cambridge Language Teaching Library, Cambridge University Press.
- Muhaimin, dkk. 2008. *Pengembangan Model KTSP pada Sekolah dan Madrasah*. Jakarta: PT. Rajagrafindo Persada
- Nunan, David. 2003. *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc.
- Nuttall, C. 1996. *Teaching Reading Skills in a foreign language (New Edition)* Oxford Heinemann
- O'Malley J. Michael, Pierce V Lorraine, 1996. *Authentic Assessment for English Language Learners*. Addison Wesley Publishing Comp, Inc.
- Pusat Kurikulum Badan Penelitian dan Pengembangan Depdiknas. 2007. Naskah Akademik Kajian Kurikulum PKn. [downloaded on 21st June 2012] [available at <http://perpusol-samsam.blogspot.com/2009/03/kajian-kurikulum-pkn-by-depdiknas-2007.html>]
- Richards, J.C, 1983. *Listening Comprehension Approach, Design, Procedure*. TESOL Quarterly 17 (2):219:240
- Rodgers, Theodore.2001. "Language Teaching Methodology". University of Hawaii in <http://www.cal.org/resources/Digest/rogers.html> Download date: 3 November 2009
- Stufflebeam, D.L. 2002. "Curriculum Development and Evaluation". <http://www.scis.nova.edu/~rendulic/dcte747/CIPP.model.html>. Download date: 3 November 2009

- Sudiarta, I Gst Putu. 2009. *Rancangan Pedoman Penulisan Buku Ajar Pendidikan Profesi Guru*. Universitas Pendidikan Ganesha: Singaraja
- Sugiyono. 2007. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R & D)*. Bandung: Alfabeta.
- Thanajaro, Metinee. 2000. *Using Authentic Materials to Develop Listening Comprehension in English as a Second Language Classroom*. UMI Company. USA
- Tomlinson, Brian. 1998. *Material Development in Language Teaching*. Cambridge University Press. UK.
- Widyantari, Luh Gede Ari, . 2009. The analysis of textbook English in Focus used by the third grade students of Junior High Schools in Denpasar in academic year 2008 / 2009. *Unpublished Thesis*. Singaraja: S.1 program Undiksha Singaraja.
- Oemar Hamalik. 2007. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara