Developing supplementary reading material using macromedia flash for the fourth-grade students at elementary school

Fachruddin Indrakumara

SD Negeri Ngebel. Ngebel, Tamantirto, Bantul, Daerah Istimewa Yogyakarta 55184, Indonesia

*Corresponding author. Email: fachruddinindrakumara@gmail.com

Abstract: The objectives of this study are to developing supplementary reading material and describing the effectiveness of supplementary reading material using Macromedia. Related to the purpose of the study, the research design used were classroom research and development research. The subject of the study was the fourth-grade Students of SDN Ngebel in the academic year 2017/2018. There were 21 students as the sample. In this research, supplementary reading material was used. The research adopted Brog and Gall’s model (1983) which are simplified in the three main stages, they are: (1) preliminary study, (2) development, (3) field testing. The reading materials were selected accordingly to be relevant to the topic. The ideas and sentences were well organized and clearly stated. The students were able to know more vocabulary and grammar, the students actively participated in the teaching and learning process. The used of Macromedia in teaching reading has improved student’s motivation in learning reading. The students expressed their ideas and experience in reading activities. The result of the findings showed that (1) the developed supplementary reading material affect the students’ motivation in joining the teaching-learning process. (2) Using the supplementary reading material, the students were enthusiastic and active in the reading activity. The product of this study is effective to be implemented in the real class to help the students become more excited in learning reading.

Keywords: reading material, supplementary teaching reading and the fourth-grade students

How to Cite: Indrakumara, F. (2020). Developing supplementary reading material using macromedia flash for the fourth-grade students at elementary school. Journal of English Language and Pedagogy, 3(1). 22-27. doi:10.36597/jelp.v3i1.3705

Introduction

Teaching English to young learners is more challenging than teaching English for adult. The teachers do not only act as a facilitator but also become a parent that knows each of his/her students better and treat them equally in portion. Perhaps the knowledge of each student is different than anyone else. Each skill of English is important for the students in the elementary stage as it for experience at the next level. Every student has his/her own unique ability to acquire or to process the skill taught in their class activity. Hence, the teachers need the extra job to select and choose the each of skill taught well as for parents who prepare the meal to the children accordingly based on the portion.

In English learning process of a young learner, all resources are very important to be used to facilitate the learning process. In the classroom, some of the textbooks are used in the learning activity implemented by teachers. Although the textbooks supported by various kind of activities, the students seem to be bored to study. For example, one of the students in the class notice that he felt uncomfortable to read the textbook because the content was the same in each chapter. The display of the textbook also used less picture in each of the unit activity. The other students also notified that she seemed bored with the textbook because there was no moving object or real object for the visualization in the real context. Indeed, the textbook was full coloured and pictures in each unit activity, but the lack of the visualization in the real context or in the daily activity which relevant with the student made the textbook less attractive for the students.

Textbooks used by the teacher to cover the learning process. Many of the textbooks support for the use of four language skills in its learning activity. The problem is the textbooks lack suitable material for the students. The material is intended for reading activity which is best suited for young learners which cover display, moving object, and audiovisual. In fact, young learners are more likely to easily
understand when the material displays pictures or provide audiovisual rather than printed in the textbook. Moreover, if the textbooks have less of a displayed picture or the content is too thick, the learners will get bored easily. Nowadays, many students experienced that their textbook is too heavy to bring in their bag. Students bring not the only textbook in his/her bag but also the other equipment which made the bag is heavier especially for an elementary student. This problem made students feel bored when they must bring the heavy textbook all of the rest of the week. The other problem of the textbook is students’ effort to buy a textbook. Many books agencies sold the textbooks at a various price, the better textbooks are more expensive. Students’ parent with low income is hard to afford them.

Students in elementary school are categorized as young learners. Scott and Ytreberg (1991) classified young learners into two groups, the five to seven years old and eight to ten years old. Young learners aged eight to ten years old need to know more interesting media around them not just from textbooks. Moreover, Piaget (2010) describes that the child age 7 to 12 years old is capable of thinking in concrete and in a logic way. It means that the young learners in the elementary school, especially in the fourth grade, know well about concrete things such as picture, display, moving object, audiovisual. This fact made the learning process for young children much easier.

Young learners learn a second language better than adults, often used to facilitate the beginning level of foreign language teaching (Cameron, 2010). This makes the opportunity for young learners. Reading brings together visual information from written symbols, phonological information from the sounds those symbols make when spoken and semantic information from the conventional meaning associated with the words as sounds and symbols (Cameron, 2010). While learning the meaning of the words, vocabulary is needed for knowledge of using basic words.

In making meaning from a text, readers use a combination of visual, phonological and semantic information, taken from the letters, words and sentences of the text (Cameron, 2010). The use of the picture made the words or sentences understand easily. For example, if the news displays the chart or diagram in the economic growth in the recent year with little explanation in the paragraph, it eventually made the reader absorb the data better rather give the whole story in many of paragraphs without displaying the chart or diagram. The word itself is a key unit of reading activity and become the basic level. Young learner’s early reading often begins, naturally, with recognizing whole words such as names or sign (Cameron, 2010). Word recognition knowledge is a good start to reading activity especially for EFL learners (Dardjito, 2019). Teaching reading skills is under the category of "understanding meaning," (Grellet as cited in Richards, 2001). She illustrates exercises of the two following type namely nonlinguistic response to the text and linguistic response to the text: (1) Involving a nonlinguistic response to the text: ordering a sequence of pictures, comparing texts and pictures, matching, using illustrations, completing a document, mapping it out, using the information in a text, jigsaw reading; (2) Involving a linguistic response to the text: reorganizing the information: reordering events, reorganizing the information: using grids, comparing several texts, completing a document, question types, study skills: summarizing, study skills: note-taking.

The organization of the lesson must involve preparation which is done in the first stage, the second is for intensive practice and the last stage provide students with the opportunity to communicate what they have learnt. The first stage is the pre-activity, that is introducing of an aspect of language in a context that students are familiar with. The teacher gives some big visualization at the beginning of the class activity related to the reading activity such as when the teacher wants to teach about an animal theme, gives pictures zoo situation will be interesting and then lets students guessing what next the theme will be carried out.

The second stage is whilst activity, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited and appropriate assistance from the teacher. In this case when the teacher wants to present about animals, after gives the big situation of the zoo, the teacher then asks to the student what kind of animals live in the zoo. The students will try to answer the kind of animals. Here the teacher gives the written form of words related to the kin of animals answered by the students.

The final stage is post activity where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the teacher tries to lets the students chance to read the several word-related to the animals. Then summarize what kind of tame and wild animals.
In this study, there are five components for developing instructional media for young learners at about sixth grade level who are assumed to have some reading ability (Gagné, Briggs, & Wager, 1992):

A list of enabling objectives

Learner may benefit from seeing both the target objective for the module and the prerequisite capabilities to be acquired. These may be shown simply as list, or in the form of a learning goal.

A suggested sequence of activities

In this part, the sequences of activities are displayed. Kind of materials, resources, or exercises is given. Learners may be encouraged to find themselves which materials seem suitable.

A menu of modules

In menu of module, learners can choose the appropriate or desired module for them. Learner may receive some procedure to make a contract. In this case, learners are given a set of time limit, points for successful completion in each of the module.

Teaching material become very important aspect in the teaching and learning process. It is a key component in a language course. A good teaching material serves the teacher to reach the objective as stated in the curriculum and explored further in the lesson plan (Supriani & Dardjito, 2019). Therefore, the development of the material needs to consider some aspect that may affect the teaching and learning process in reaching the objective. Therefore, the development of the material needs to consider some points that may affect the teaching and learning process in achieving the goals. In designing a curriculum, Nation and Macalister suggested a model below:

![Figure 1. Model of designing a curriculum (Nation & Macalister, 2010)](image)

A brief explanation about the inner circle as follow:

Content and Sequencing

The content is not the goals itself but it is a tool to reach the objective. The content of the language course consists of language items, ideas, skills, and strategies that meet the goals of the course. In deciding the content, it is useful to check to see that the language items that are covered are the most useful ones. The sequence of the content is graded from the easiest one to the more difficult one (Nation & Macalister, 2010).

Format and Presentation

The content presented to the students to help in the learning process. The presentation involves the teaching techniques, procedures and activities. Many kinds of techniques, procedures and activities can be used to carry out the learning process such as the three phase techniques.

Monitoring and Assessing
The goals of the monitoring and assessment is to make sure that the students will get the most benefit from the course (Nation & Macalister, 2010, p. 107). The monitoring and assessment part of the inner circle represents the need to give attention to observing learning, testing the result of learning and providing the students about the progress. This part of curriculum design is very crucial thing to find out how well the goals are achieved. The development of reading material aims at designing a material which has goals, achieves the goals, satisfies the students and is developed in an efficient way. Observing and monitoring are some ways which gives information about the effectiveness of the material.

**Method**

This study is intended at developing reading material using macromedia flash for the fourth grade students at elementary school. The type of research is research and development which is an industry-based development type. The research findings are used to design the new products and procedures, which then are systematically field-tested, evaluated, and refined until the product relevant and match with the criteria of effectiveness, quality, or similar standards. (Borg & Gall, 1983; Trisnawati & Robiasih, 2018).

Based on Borg and Gall statements, the steps used in research and development cycle mainly focus on three steps: (1) Preliminary study which involves three activities-document analysis, classroom observation and interview; (2) Development which consist of drafting, internal expert judgement and revision; (3) Field testing in which the prototype of supplementary listening material was applied in real class.

The setting of the research is in Elementary School in Tamantirto, Kasihan, Bantul. Located at SDN Ngebel. The participants involve are students of fourth grade of elementary school and the English teacher from SD Ngebel in academic year of 2017/2018. This class has 21 students, 10 students are male and 11 females. The students were used as the participants of the research because the students categorized in high class.

The reading material that used for learning material in fourth grade class acted as supplementary material focus on reading. The function of the reading material itself to help the students easily understand the English trough concrete form as seen in the kind of pictures.

The research procedure refers to the model by (Borg & Gall, 1983). The model used in this research applied by some of the model due to the practicality. The main stage of the research is preliminary study which involves document analysis, classroom observation and interview, development step which involves drafting, internal expert judgement and revision and field testing which related to try out, external expert judgement and revision. The model of the research was illustrated in Figure 2:

![Figure 1. The Model Diagram of the Research Procedure](image)
The brief explanation of the step:

The first step in this research is to conduct preliminary study related to reading material for the fourth-grade students. The parts consisted of document analysis, classroom observation and interview. The actions were done to identify the students’ need and to find information and suggestion from the teacher that were important in drafting the reading material.

Next step is to development. In this step the objection at designing prototype of reading material for the fourth-grade students based on the guidelines found in the preliminary study. In this stage consist of drafting, internal expert judgement and revision.

The next step is to conduct field testing. This stage aims at trying out of the prototype of reading material for fourth-grade students observed by the teacher who gave the feedback to be used in the product revision in which including interview from teacher’s observation. The product will get some revision and feedback from testing before completing the final product. After finishing the final stage, the reading material was applicable to be used in the class.

Results

Research Findings

The findings in the research answered the research problems which were proposed in the first chapter. Two main points of the findings are: (1) The development of the IT based supplementary reading material based on the KTSP Curriculum for 4th graders. The development of the materials was done through these phase preliminary study.

The aims of this stage were to analyze the needs as guidelines for developing reading materials for the 4th grade students. The result in this stage was reported to chapter 3 while the summary of the findings is:

Document analysis

There was one document analyzed in this research, it is a student book entitled ‘basic English’. From the document, the researcher identified the basic competences and skills for each basic competence which have to be developed for the English class. The detail about the basic competences can be read in chapter 3 and appendix. The text types included in the document are dialog, short story while the language functions which have to be covered as expression of greeting, offering help, asking for help, and suggestion. The other finding was that the book was not fully use picture for the vocabulary list in the mini dictionary.

Classroom Observation

The first focus in the observation were the students. The students involved in the research were active students. They took part actively in the learning process. The students still got difficulty in reading English words. It could be seen from the activity where the teacher had to repeat the words while reading aloud slowly. The students did not get sufficient exercise to develop their reading skills. They just reading aloud without knowing the real meaning of the words itself.

The second focus in the observation was the teacher. The teacher was graduated from UAD. She has also completed her PGSD education program at Univeritas Terbuka organized by the government. The teacher suggested that reading material was needed since she did not develop it yet. Therefore, the product of the research is still expected to be developed.

Interview

In this stage the researcher interviewed the teacher from school who also teach the students of grade 4th. The findings the researcher got from the interviews: (1) The teacher found it difficult to get reading material which meet the demand of the curriculum. They could browse from the internet, indeed, but it takes time and sometime they could not find a lot of exercise which match the basic competences; (2) the teacher stated that she needed reading material; (3) she proposed three phase technique-pre, whilst, and post activity which is modified with Total Physical Response model to present the content of the material; (4) the teacher proposed that the topics are related to daily life in order that the students use their daily experience and therefore it will motivate them to learn a lot.
Development

Having done the first stage, the researcher got some guidelines which were needed for developing reading materials for the 4th grades. The development stage was carried out by doing the step: drafting, internal expert judgement and draft revision.

Field Testing

This activity was done to validate whether the product which had been developed is effective to be implemented in the real class. A collaborator was involved as an external expert.

Discussion and Conclusion

Based on the analysis in the findings and the discussion, a conclusion can be summarized as follow: First, The development of the supplementary reading material in this research followed the principles of curriculum design and fulfilled the criteria of the R and D model. It started from identifying the goals which were done in the preliminary study by having document analysis, classroom observation and interview, developing material and field testing. To achieve the goals, the development of the material considered the content and sequencing, format and presentation and gave a space for monitoring and assessment. Second, The result of the field testing convinced that the product of this research is effective, beneficial, and appropriate as reading material. Therefore, it can be used in grade IV of elementary schools, especially in SDN Ngebel.

In this part, some points of view are suggested so that this product gives more benefits. The suggestion as follow: (1) This product was developed based on the students’ need, document analysis, experts’ judgement and the perception of the teacher of IV elementary school. Therefore, this product can be used not only in SDN Ngebel, but in the other school as well. (3) The activities in the reading material can be modified with other kinds of activities to make it more interesting and challenging. For example, teachers can give more questions for the same text after exercise is done; (4) To develop a supplementary material the content and the sequences must be designed from the easier to the more difficult one.

Dissemination of this product is expected to take place after finishing the research. This product was planned to be implemented in SDN Ngebel in academic year 2018/2019. This is also planned that such kind of research is to be continued by other researchers who want to develop English learning material for young learner especially for grade IV.

References

Borg, W. R., & Gall, M. D. (1983). Educational research: an introduction. New York: Longman.
Cameron, L. (2010). Teaching languages to young learners. Retrieved from www.cambridge.org
Dardjito, H. (2019). students’ metacognitive reading awareness and academic English reading comprehension in EFL context. International Journal Of Instruction, 12(4), 611–624. https://doi.org/10.29333/iji.2019.12439a
Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). Principles of instructional design. fort worth: Harcourt Brace Jovanovich College Publishers.
Nation, I. S. P., & Macalister, J. (2010). Language curriculum design. New York: Routledge.
Piaget, J. (2010). The psychology of the child. New York: Basic Books, Inc.
Richards, J. C. (2001). Curriculum development in language teaching. Cambridge University Press.
Scott, W. A., & Ytreberg, Lisbeth H. (1991). Teaching English to children. New York: Longman.
Supriani, N., & Dardjito, H. (2019). Evaluating 2013-curriculum implementation on english subject of junior high school in Yogyakarta, Indonesia. Tamaniswawa International Journal in Education and Science, 1(1). Retrieved from http://journal.ustjogja.ac.id/index.php/TIJES/article/view/5445
Trisnawati, C. C. A., & Robiasih, R. H. (2018). Developing IT-Based supplementary listening material for ‘Bahasa Inggris Kelas XII.’ Journal of English Language and Pedagogy, 1(2). https://doi.org/10.36597/jelp.v1i2.4130