

Developing Supplementary Materials for Reading Skill by Using Local Wisdom

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The purposes of this study are to describe the students' needs and to design supplementary materials for reading skill by using local wisdom for second-grade students of MTs Al Khairaat Gorontalo. By using Research and Development Method, the results of this study show that 1) students need materials which were related to the description of tourism objects, warning about cleanliness and the local story. 2) Students prefer to read text which consisted of 200-300 words. 3) Students want to answer 5 W + 1 H questions and True False questions in reading activities. 4) Students want to match the vocabularies with the pictures in vocabulary building activity. 5) Students want to fill in blank sentences in grsmmar activity. 6) Students want to work in group and the teacher should help them when they had a problem in the classroom. The content of the materials should be developed in an interesting and easy way, language used must be appropriate to the students' language level, build cultural awareness and motivated students to read. Therefore, by integrating local wisdom into supplementary reading materials, the students and the teacher feel easy and motivated in the teaching and learning process.

INTRODUCTION

Developing supplementary materials is very important to enhance students' knowledge, needs, and abilities in Reading. In addition, it is very useful to help teachers to motivate the students to get information from the text. McDonough, Shaw, and Masuhara (2013, p.p. 121-122) explain that teachers should provide students with a purpose for reading by supplying materials that stimulate the students' interest. Thus, by developing supplementary reading materials, the teacher can make the classroom setting or situation will more effective and interactive so that the students are easier to fulfill their needs.

Currently, most of the schools apply curriculum 2013 and use printed books as the sources of teaching and learning English in the classroom. The textbooks provided many materials which is allowed the students to read, to think, to get information and to develop their reading skill scientifically. As stated by Kucer (2005, p.p. 122-128) that reading is an act of meaning making, a goal directed, purposeful, selective and contrastive process through print. When the students read, they will use their background knowledge and purpose in reading the text. Moreover, Williams (1984) classifies reading skills into (1) getting general information from a text, (2) getting specific information from a text, and (3) for pleasure or for interest (in McDonough, Shaw and Masuhara, 2013, p. 111). Additionally, Tomlinson and Masuhara (2004) explain that the materials should focus to the students' needs. Thus, it is important for the teacher to develop reading material which are fulfil the students' needs in learning English.

In addition, Mts Al Khairaat Gorontalo is one of the schools which applied curriculum 2013 and use English textbook which published by the government in teaching and learning English. Additionally, the teacher uses the textbook *When English Rings A Bell* as a core material for teaching English subject at second grade students. Additionally, the contents of the materials are generally arranged by the government and appropriate with curriculum 2013. Curriculum 2013 offers the opportunities for students to develop English competencies about society problems and cultures. The students as the culture generation should proud and apply the

culture of the society. However, based on the data which obtained from the observation showed that learning and the teaching English particularly reading in MTs Al-Khairaat is less effective because the students get the reading material which is not relevant with their surroundings. To illustrate, in descriptive text materials, it is given the description about the place which the students never seen before. So, they only guess it without know the real description. Based on interview which conducted at the next day, the students explained that they were not interested in reading activity because the materials' topic were too difficult for them. It was hard for them to find the meaning of the text. The problems are the students always ask the meaning of every word from the text to teacher during reading process. Thus, between the teachers and the students get difficulties because the materials are unfamiliar and not easy to understand by the students.

In contrast, in the process of reading activities, the students should get reading text which are connected with their real-life context. So, they can predict and guess what are the main idea or the content of the text. However, the facts which happened at that school showed that the content of the materials does not fulfil the students' needs because they explained that they need more interesting reading materials which are easy, understandable and interesting to develop their skill. Thus, it is important for the teachers to develop the supplementary materials as the ways to support the core textbook given by the government.

Additionally, supplementary materials are one of the learning sources which used by the teacher and students in teaching and learning process. It as the additional materials which designed by the teacher to support students' needs. Additionally, it also will help the teacher to fulfil the materials from the core books which published by the government. It gives the teacher chances to be creative to design and to develop their own teaching materials based on their students' learning experiences, needs and real-life context. Tomlinson (2008, p. 283) argues that locally developed materials are characterized by inclusion of local content and familiar settings. Therefore, it is important to develop supplementary materials for students' reading skill by using the students' surrounding or local wisdom.

In addition, Wagiran (2011) explains local wisdom as ceremony, tradition, tourist spot, tourism, museum, art, legend, norm, environment, healthy and etc. Otherwise, Tomlinson (2014, p. 324) explains that the teachers can help the students to understand the materials by modifying and supplementing the materials. Thus, it is important to combine local wisdom of Indonesia in supplementary reading materials for enhancing students' ability.

Otherwise, the teachers need to design the materials based on the learning's goal, students' needs and use local wisdom of Indonesia as the content of their materials. To illustrate the topic is about descriptive text and the teachers asks students to learn how to make to read a descriptive text about the local wisdom. It is because there are many culture, environmental problems and traditional stories that begin disappear in Indonesia now. So, the teachers need to design the materials which can enhance and increase the students' awareness about the local wisdom in their regions. Consequently, they can read and explain the message of the text. So, they can understand and get the message of text related to their real-life context. Therefore, the purposes of this study are to describe the students needs and design the supplementary reading materials for the second-grade students of Mts Alkhairaat Gorontalo City.

METHOD

This research used R & D (Research and Development) method. According to Borg and Gall (1983, p. 771) research and development method was a process used to develop and to validate educational products. This research used their framework to develop supplementary reading materials based on the students' needs. There were some steps of research and development method such as; Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Product Field Testing, Final Product Revision and Dissemination/Implementation.

This research used observation, interview, questionnaire, document analysis and focus group discussion in collecting the data.

In this research and development, Borg and Hall (1989, p. 775) explained some techniques of conducting R&D that the researcher used in this study. They were;

Research and information collecting (need analysis)

In this step, the researcher used some instruments such as observation, interview, questionnaires and document protocol to get the data about the students' needs' competency and teaching tools of teaching and learning English in the classroom.

Observation

In this research, the observation was undertaken to find out the English teaching learning process in at second grade students of MTs Al Khairaat Gorontalo and the English textbook that the teacher used. The aims of observation were to explain the situation, activities, the participant and the relationship between them and the situation (Setiady, 2006, p. 239). In the process of observation, the researcher observed and saw the process of teaching and learning English in the classroom in some meetings. Therefore, the indicators of the observation were students and the teacher in the classroom.

Interview

In this research, the researcher conducted face to face interview to the English teacher about how and what the students' difficulties in reading activities. Setiady (2006, p. 243) explained that interview was one of the instrument by giving the participant questions related to the topic of the research. The researcher used unstructured interview to get deep information about students' current competence and difficulties in reading activity. Therefore, the researcher used audio recorder to record teacher' voices. So, data could be listened again after the interview in order to check again the result of interview.

Questionnaire

The researcher used questionnaires from Richard (2001), Hutchinson and Walters (1987) and Nunan (2004) to analyze students' needs in reading. The

indicators of the questionnaires were the targets' needs, the learning needs of the students, procedures, setting, teacher role and the students' role in the classroom. Thus, the questionnaire helped the researcher to design appropriate materials for students.

Additionally, the researcher also used validation sheet or questionnaires for expert verification which adapted from Suseno (2014, p. 58) in order to get some input about the materials that already developed. Besides, the researcher also used students' validation sheet or the students' response questionnaires to get information about how the students response after got the materials. (See the instruments in appendix)

Document Analysis

Document was one of the important instruments in collecting data. Setiady (2006, p. 249) explained that document could be used to get scientific data and it was easy to find. The researcher used documents such as syllabus, lesson plan and the textbooks as references to get the valid data.

Planning (design)

After finding out the student's needs by conducting some steps above, the researcher designed the supplementary materials by designing course grid, lesson plan, the reading materials and tasks for students.

Develop preliminary form of product (re-design)

After designing the syllabus, lesson plan, materials and task , the researcher re-designed it by paying attention to students' needs data over and over and also for the needs that used in the next step namely preliminary field testing. The researcher also conducted focus group discussion with the English teacher.

Focus Group Discussion

This focus discussion (FGD) is addressed to the teacher for discussing the contents of the material and the textbooks that the researcher had been designed. So, the aim of the focus group discussion in this research was to get the teacher arguments or inputs about the materials design.

Preliminary Field Testing

In this time, the researcher applied the supplementary reading materials by using local wisdom to the small class.

Main Product Revision (Expert Verification)

This step involved some experts' validation such as English lecturer and English teacher who had a lot of experiences related to this research. This step was also used for revise the result based on the discussions and suggestions from the experts validation sheet.

Main Field Testing

The researcher applied it in the small class. This was the last step of conducting this research, the researcher did not continue to the next steps.

Then, the researcher organized and transcribed the data to start the data analysis. There were several steps to analyze the data based on Creswell theory (2009, p. 185-192). 1) Organized and prepared data for analysis 2) Read through all the data 3) began detailed analysis with a coding process 4) Used the coding process to generate a description of setting or participants in this research 5) Advanced how the description and themes will be represented in the narrative. 6) the final step in this research was interpreted the meaning of the research data.

FINDINGS AND DISCUSSIONS

Findings

The descriptions of the target needs and the learning needs are presented in the table below.

Table 1. Needs Analysis Results

Needs Analysis Component	Aspect	Questions	Categories of Response	Number of Answers
Target Needs	Goals	The goal of learning English	To support my carrier	73.52 %
	Necessities	Level of competency	of Notice	94.11 %

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Students Needs in future				
	Necessities	Your English competencies will be used as...	A tool for helping to master knowledge about my region with reading English	50%
	Lacks	Your level of competency now...	Beginner	70.58%
	Lacks	Learning materials used in the classroom	Teacher's explanation	73.52%
	Lacks	In learning English, particularly reading activities, the problems that I face is...	Understanding the meaning of every vocabulary	35.29%
	Wants	After learning English, I can...	Master English vocabularies	67.64 %
Learning Needs	Input	Input that I want in reading is...	Text with picture and audio	50%
		The length of text input approximately...	200-300 words	32.35%
		The topic of descriptive text that I want is about...	Tourism objects	52.94%
		The topic of narrative text that I want is about...	Legend	41.17%
		The topic of notice text that I want is about...	- Warning to keep the tourism object - Warning about keep the environment	35.29%
		The material design, text and	Picture and colourful	88.23%

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	layout should have....		
Procedure	The kinds of activity in reading is...	Reading text and answer the 5W + 1 H questions	50%
	The kinds of activity after reading a text	Answering true or false questions	38.23%
	The kinds for learning vocabulary is...	Matching vocabulary with picture	47.05%
	The kinds of activity for learning grammar is...	Writing blank sentence with the available grammar	50%
Setting	The type of class management I want to carry the tasks is	Group	52.94%
Learner role	In the learning process, I would prefer to....	Ask to teacher if don't understand	35.29%
Teacher role	In the learning process, I want my teacher to...	Help the students when they get problems	55.88%

Based on the table above, the data shows that the students need materials which can improve their reading ability because they have lack of vocabularies. Thus, they cannot understand the information from the text, when they are reading a text. Thus, it is important to design materials based on the students' needs.

Target needs

Goals

Goal refers to general intentions behind the learning. Learning goals of students of MTs Al Khairaat Kota Gorontalo is presented below:

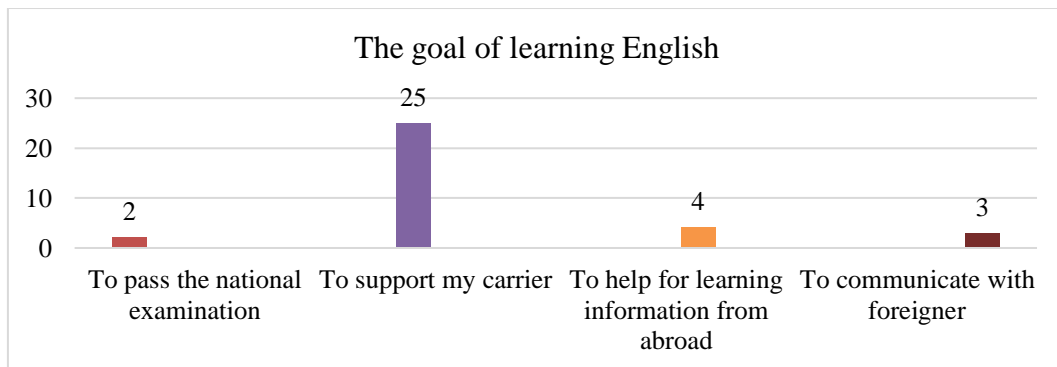


Figure 1. Target Needs: Goals

Figure 1 shows the students goals or purposes in learning English in the classroom. Additionally, the data presents that 25 students aim to learn English for supporting their career. It means that they learn English to support their job in the future. Additionally, there are 4 students aim to learn English for helping them to learn information from abroad.

Necessities.

Necessities are related to what the learners should know or achieve in order to function effectively in the target situation. In this study, the results of students' necessities are presented:

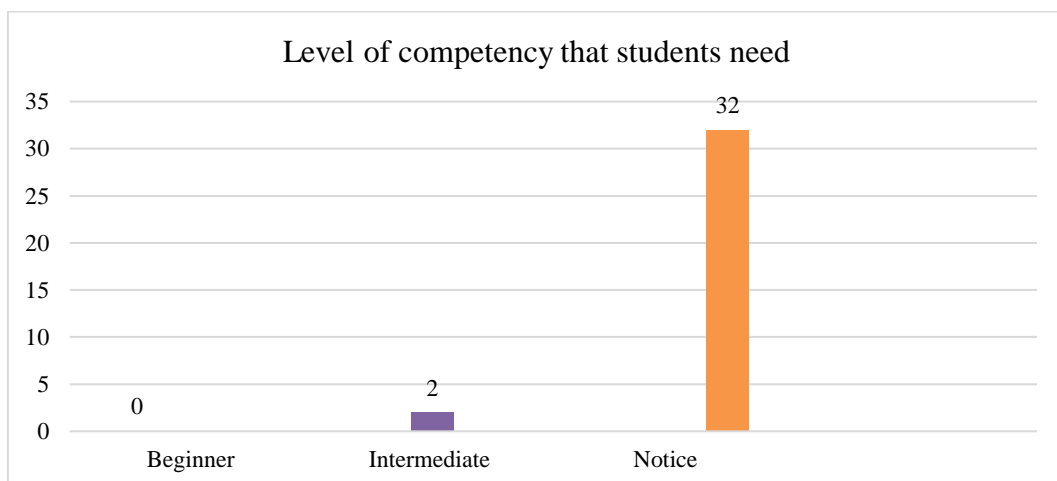


Figure 2. Target Needs: Necessities

Figure 2. presents about what the students should know or achieve in the classroom. This is the second question in questionnaires. The data shows that 32 students need to master English in notice level. Additionally, 2 students wanted to master English in intermediate level.

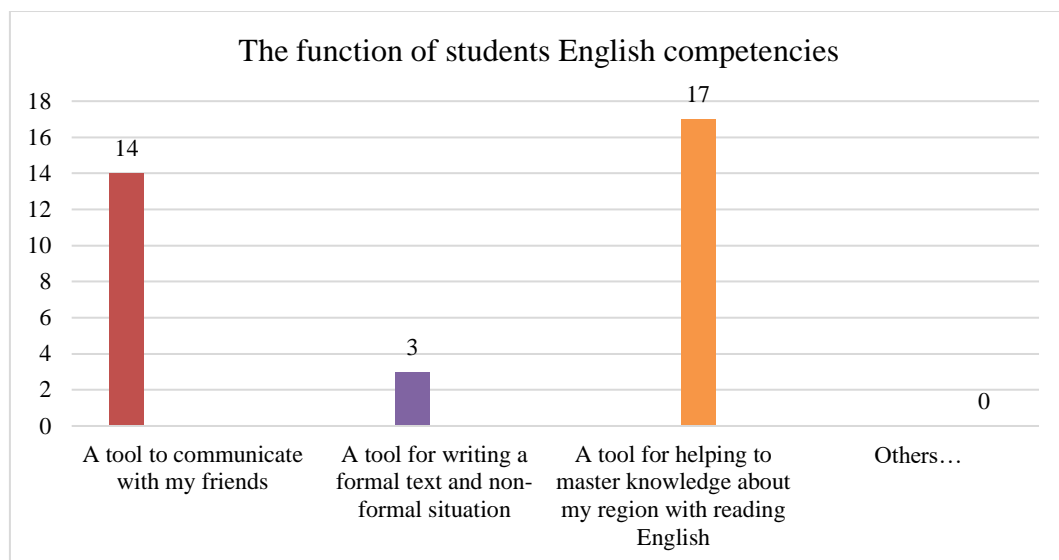


Figure 3. Target Needs: Necessities

Figure 3 presents about the third question in the questionnaires about the functions of students English competencies in the future. There are 17 students will use their English competencies as a tool for helping to master knowledge about their region with reading English reading text, while 14 students will use their English competencies as a tool for communicating with their friends.

Lacks.

Lacks refer to the gap between what the learners know already and what the learners do not know. Therefore, to know the gap, there are some comparisons between the students' current proficiency and the required proficiency to the target situation. In this study, the data about students' lacks are presented as follows.

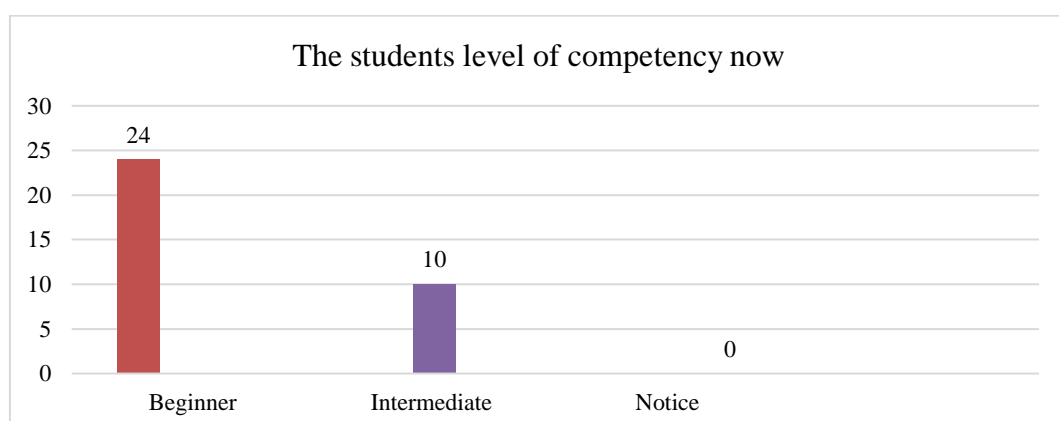


Figure 4. Target Needs: Lacks

The fourth question about students' lack is presented in figure 4. That question is to know the current level of students' English proficiency level. The answer of the question then will be compared to the proficiency level which is required in the target situation. From the table, the proficiency level of the most students of grade 8 of Mts Al Khairaat Kota Gorontalo is beginner. It is shown in the table that 24 students are at the beginner proficiency level. While, 10 students are in intermediate level.

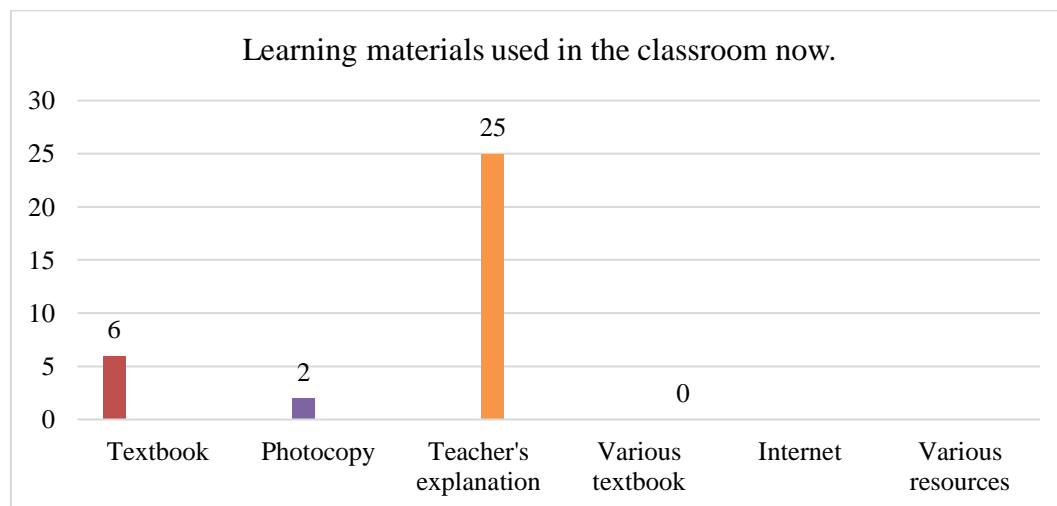


Figure 5. Target Needs: Lacks

Figure 5 shows the results of the question about students' lacks. The purpose of this question is to know the students' difficulties in learning English. From the table, there are 25 of the students say that they learning English only from the teacher's explanation. Additionally, there are 6 students' answer that they are learning the materials from the textbook.

Table 2. Interview Results

Question	Answer
How do you teach reading to the students?	I teach them by using textbook "When English Rings a Bell". It was from the government. The materials are too general so cannot fulfil what the students should get from the materials. The students cannot use hand phone at school so it is hard for them to find the other sources of materials. So, I only teach them from the textbook and explain it use the whiteboard.

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Table 2 shows that the teacher only use the textbook from the government “When English Rings a Bell”. So, it is hard for the students to understand the materials because the materials are too general. The teacher and the students cannot use internet because they are forbid to bring mobile phone to school. So, the students get the materials only from one textbook and the teacher explanation through whiteboard.

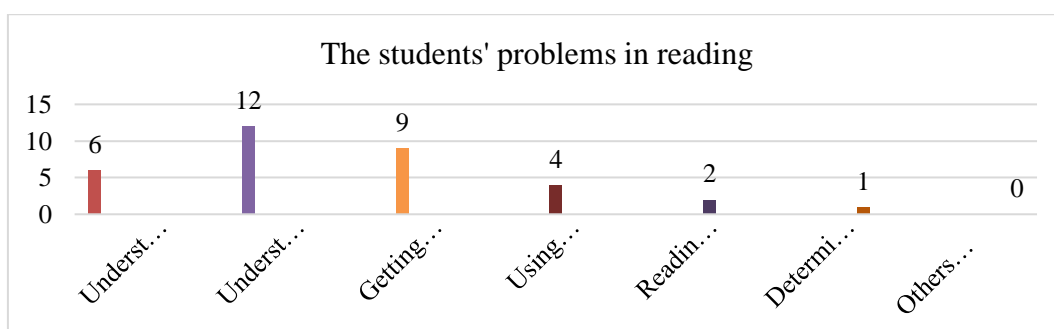


Figure 6. Target Needs: Lacks

Figure 6 shows the results of the second question about students' lacks. The purpose of this question is to know the students' weakness and difficulties in learning English. From the table, there are 12 of the students say that they get difficulties in understanding the meaning of the vocabularies. Additionally, there are 9 students' answer that they are get difficulties in getting all the meaning and the information of the text.

This is supported by the result of the interview with the English teacher at Mts Alkhairaat Kota Gorontalo.

Table 3. Interview Results

Question	Answer
What are the students' difficulties in the classroom?	The students were difficult in understanding the meaning of the text. They did not master English vocabularies. So, the teaching and learning were not active because the students' needs a lot of time in translating the words in the text because the text were not familiar with them. They do it until some meetings. They also need many explanations from me as the teacher when did the reading tasks.

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Table 3 shows that the students have difficulties in vocabularies. They are difficult to get the information from the text so they cannot answer the task. The students' have difficulty in doing the task in reading the activity because they need a lot of time to translate the text into Indonesia.

Wants

Wants is related to the learners' expectation after finishing their study. The results of students wants are presented below.

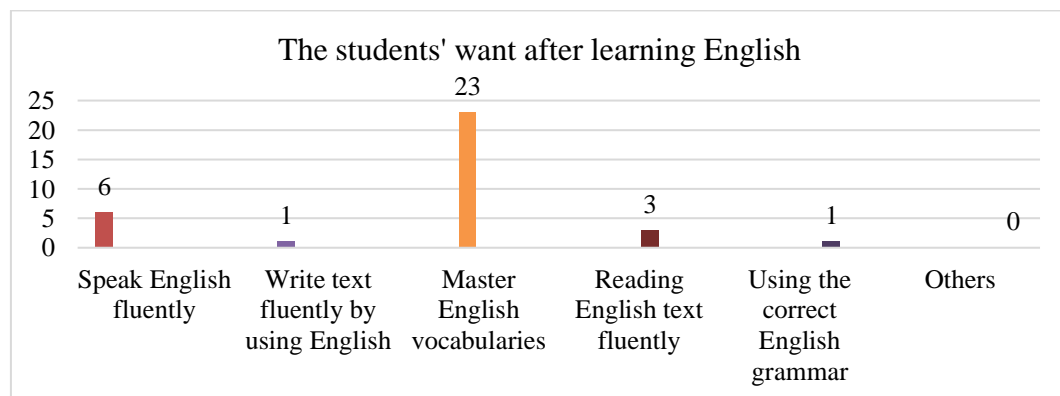


Figure 7. Target Needs: Wants

Figure 7 shows that there are 23 students who want to be able to master English vocabularies. Also, there are 6 students want to be able to speak English fluently.

Learning needs

Input

Inputs referred to the types of data that will be used by the learners in learning English. The data below provided the description about the inputs of the students at MTs Al khairaat Kota Gorontalo.

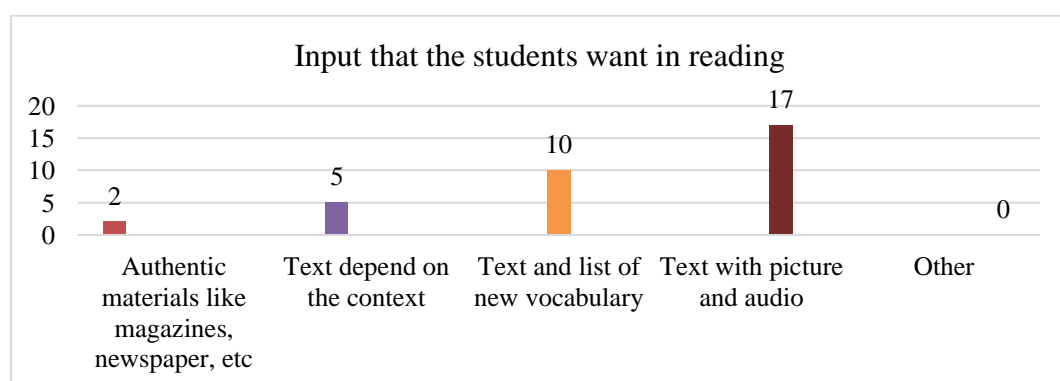


Figure 8. Learning Needs: Reading input

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Figure 8 presents the inputs for learning reading. There are 17 students who want the reading input in the form of text with pictures and audio. The second tendency of the desired input for reading is chosen by 10 of the students. They wanted to get reading input like text with the list of new vocabulary.

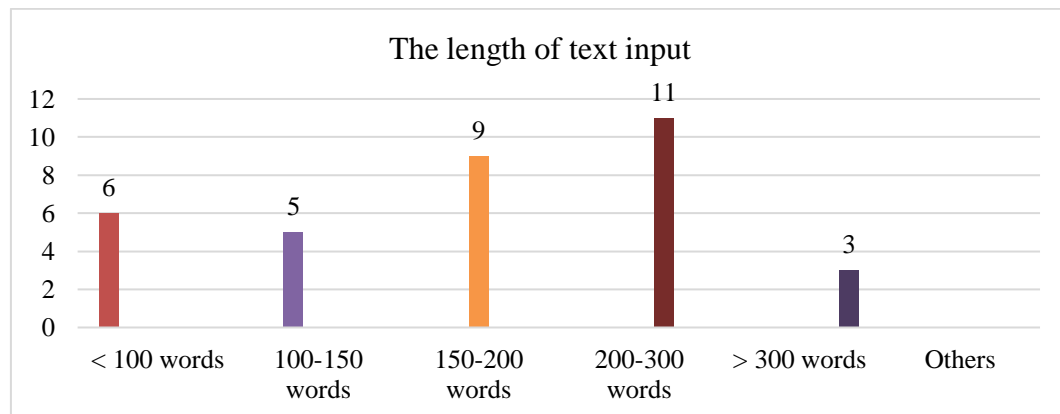


Figure 9. Learning Needs: Reading input

Figure 9 shows there are 11 of the total students who believe that the suitable reading input is texts have length 200-300 words. The second alternative for length of reading input are 150-200 words. It is chosen by 9 of total students.

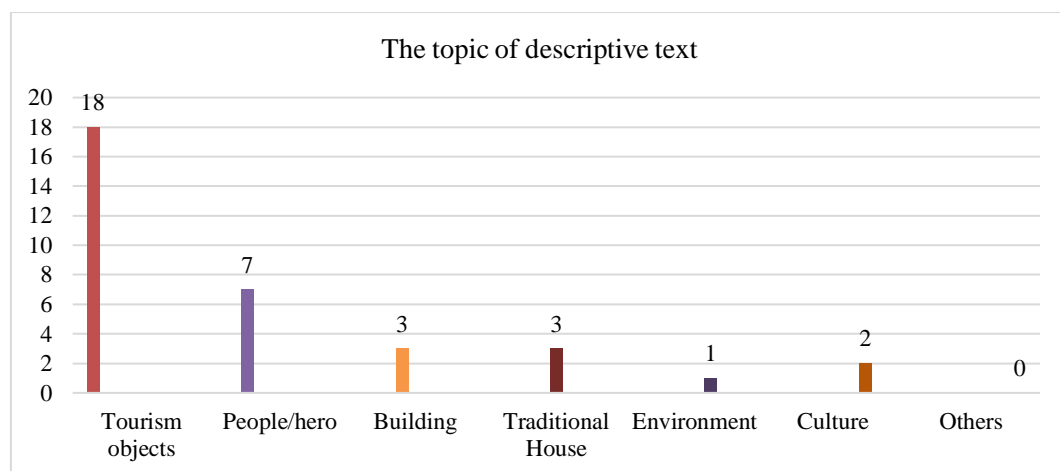


Figure 10. Learning Needs: Reading input

Figure 10 shows there are 18 students need reading input material for descriptive text or topic about tourism objects. Additionally, there are 7 students needed materials that has topic about people or hero. In conclusion, most of the students needed material which has a topic about tourism object and also the rest about people or hero.

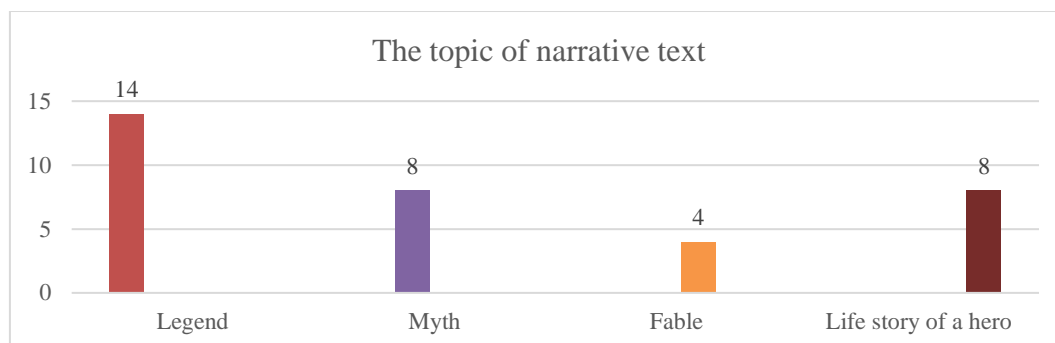


Figure 11. Learning Needs: Reading input

From figure 11 above, there are 14 of the total students believed that the suitable reading input of narrative texts is a legend. The second alternative for narrative text topics are myth and life story of a hero. It is chosen by 8 and 8 of the total students.

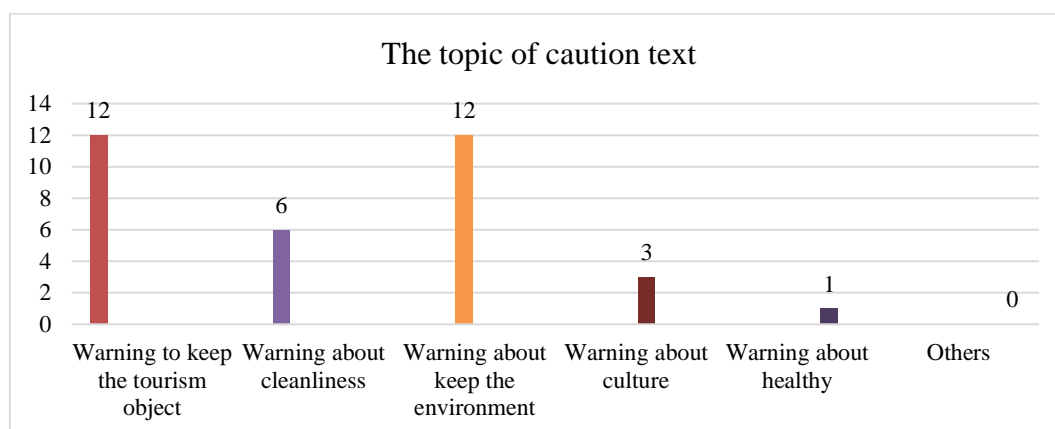


Figure 12. Learning Needs: Reading input

From figure 12 above, there are 12 students wanted to get reading input about notice related to warning about keeping the tourism object. Similarly, 12 students also wanted to get topic about warning of how to keep the environment. While, 6 students' needs reading input about cleanliness.

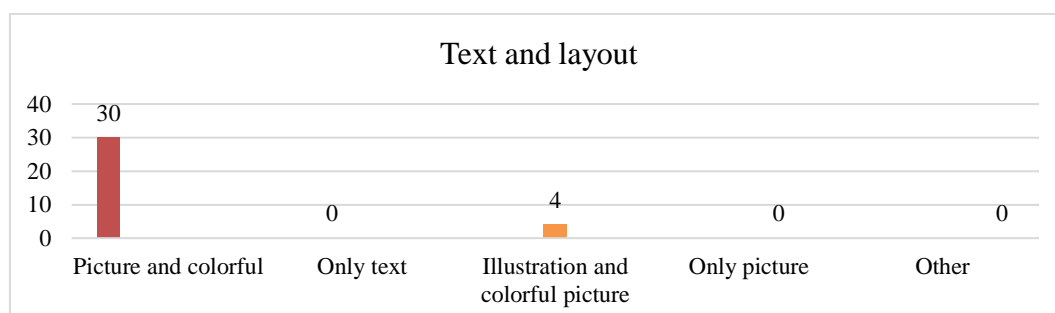


Figure 13. Learning Needs: Reading input

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Figure 4.13 above shows that the material design for reading should include of colourful picture. It chosen by 30 students. Also, there are 4 students want to get reading materials with illustration and colourful picture.

Procedures

Procedures specify what learners will actually do with the inputs that form the point of departure for the learning task. Therefore, here are the results of the questionnaire which is administered to know the desired procedures for learning of the students of MTs Al Khairaat Kota Gorontalo.

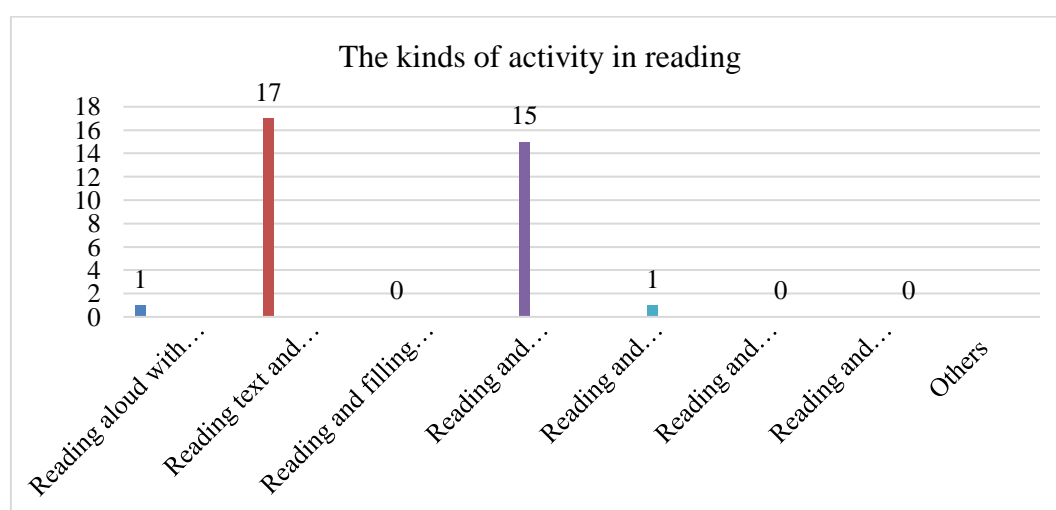


Figure Learning Needs: Procedures.

Figure 14. shows the desired procedures for learning reading. From the table, there are 17 of the students who want the activities for learning reading like reading text and answer question (5 W + 1 H). The second alternative is reading text and translating it into Indonesia which is chosen by 15 of the students.

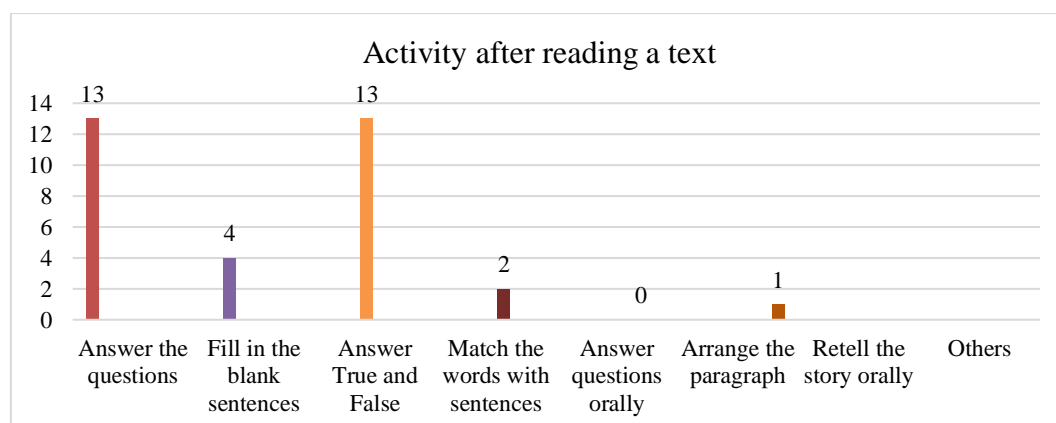


Figure 15. Learning Needs: Procedures

Figure 15 shows the desired procedures after reading a text. From the table, there are 13 of the students who want the activities after reading like answer question (5 W + 1 H). The second alternative is choosing True or False which is chosen by 13 of the students.

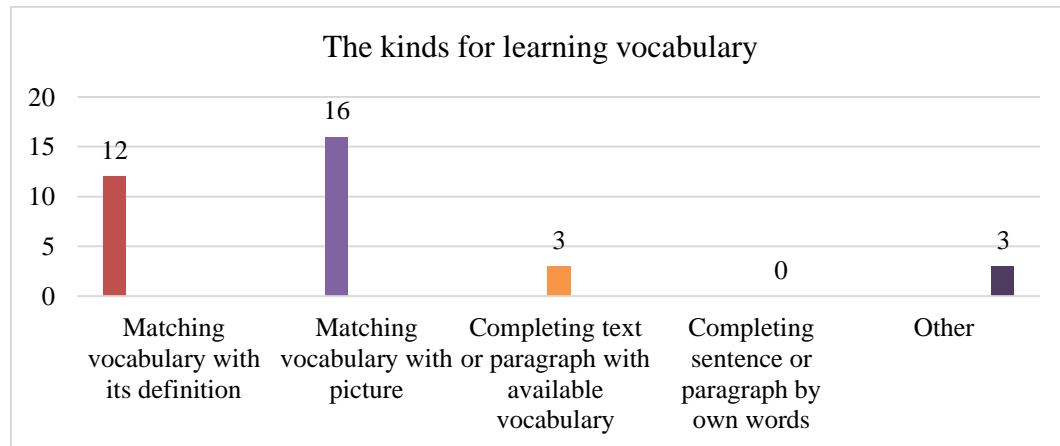


Figure 16. Learning Needs procedures

Figure 16 presents about the procedure of learning reading particularly vocabularies. 16 students want to learning vocabulary by matching it with the pictures. While, 16 students want to learn vocabularies by matching it with its definition

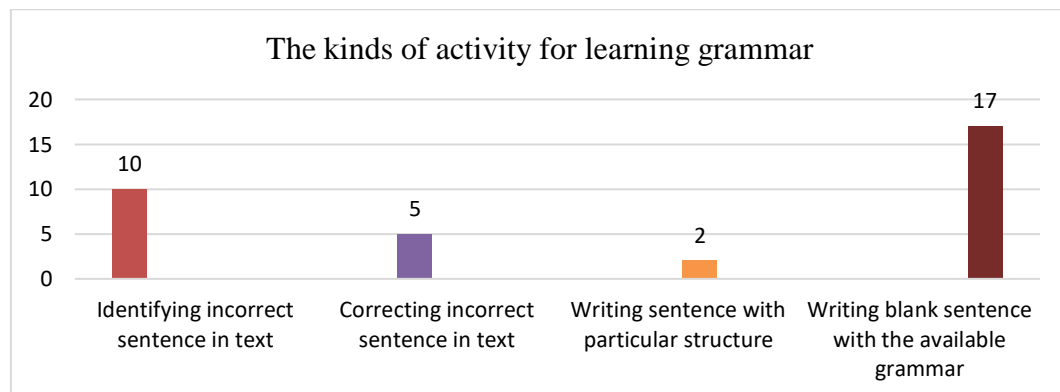


Figure 17. Learning Needs: Procedures

Figure 17 presents about the kinds of the activity for learning grammar. There are 17 students need the kind of the activity for learning grammar by writing the blank sentence with the available sentence structure (grammar). While, 10 students need the kind of learning grammar activity to identify incorrect sentence in text.

Setting

Settings refer to the classroom arrangement in completing the task for example, individual work, pair work or group work. The preferred classroom settings of students of Mts Al Khairaat Kota Gorontalo were presented below.

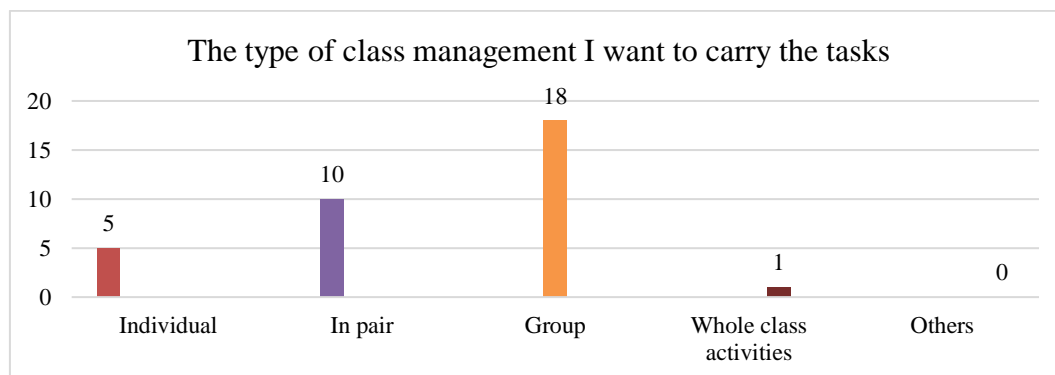


Figure 18. Learning Needs: Setting

Figure 18 shows the type of class management that the students wanted to carry the tasks. There are 18 students want to do the task with group. While, there are 10 students want do the task with their pair.

Learner role

Learner role refer to what the learners need to do in completing the task. The following table shows the preferred role of the students in this study.

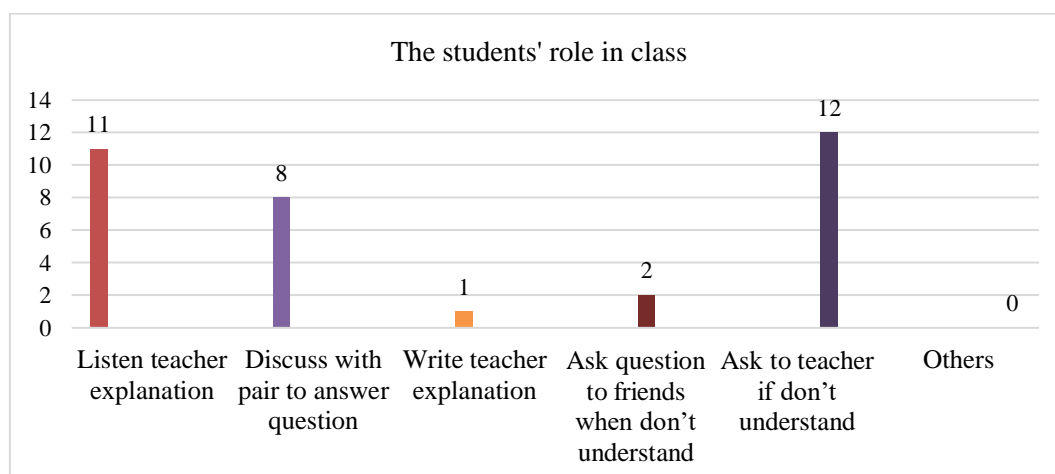


Figure 19. Learning Needs: Students' role

Figure 19 shows that there are 12 students preferred to ask the teacher if they do not understand with the materials. While, 11 students preferred to listen the teacher explanation in the classroom.

Teacher role

Teacher's role refer to the types of functions teachers are expected to fulfil. The following table presents the results of the questionnaire which ask the desired teacher's role of the students of MTs Al Khairaat Kota Gorontalo.

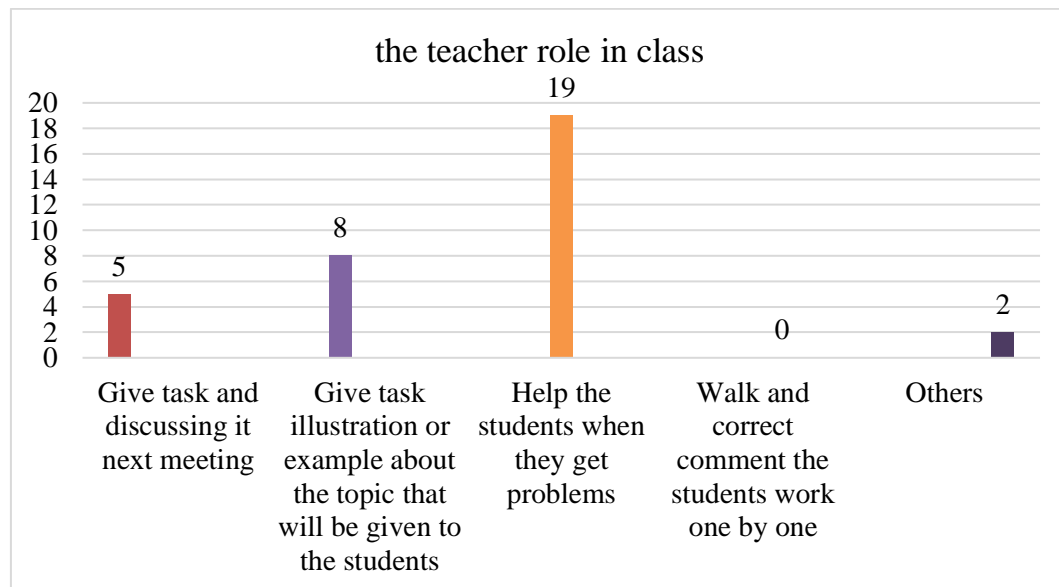


Figure 20. Learning Needs: Teacher role

From figure above, there are 19 students expect the teacher to help the students when they got problems in the teaching and learning process, while 8 students want the teacher to give the illustration or the example of the topic that will be given to them.

Discussion

The purposes of this study are to develop and to produce supplementary materials for reading skill by using local wisdom for second grade students of MTs Al Khairaat Gorontalo based on the students' needs. There were 34 students from one class who participated in this research. The materials developed based on the result of the students' needs from the questionnaires, teacher's interview, focus group discussion with the teacher and document analysis (syllabus, lesson plan, students' score achievement, English textbook). Therefore, the materials have been designed based on the students' needs in learning reading.

Additionally, the theory from Shaw and Masuhara (2013, p.p 121-122) explained that the teachers should provide students with a purpose for reading by supplying materials that stimulate the students' interest. Thus, by developing supplementary reading materials, the teacher can make the classroom setting or situation will more effective and interactive so that the students are easier to understand and to get specific information from the text. Based on the findings of this research, the students are very motivated and enthusiastic because the materials design correlated with the local wisdom of Gorontalo. As Gorontalo people, they are very excited with the materials because there are many things that they could learn such as tourism objects, culture and traditional stories around Gorontalo Province.

Needs Analysis Results

The result of needs analysis was used to design the reading materials in this research. Hutchinson and Waters (1987, p.p. 54-56) state that needs analysis is used to identify what the students' goal, necessities, lacks and wants in the target situation. In addition, Nunan (2004) explains that the teacher should design the materials based on the procedures of the teaching and learning, the setting, teacher and students' role. This study uses those theories to get the students' needs in teaching and learning reading. Moreover, based on the data which got from the questionnaires, the students' need materials which can build their English vocabularies. The data show that the students' goal in learning English is to support their carrier in the future (looked at the table 4.1, p. 48).

In addition, Richard (2001, p. 53) explains that the purpose of needs analysis is to determine current levels of language proficiency of the students. Related to the theory, the data of this research shows that the students' level of competencies that they needed was notice level. They competencies after learn English would be used as a tool for helping them to master knowledge about their region through reading a text. In addition, the students' level of competency now was beginner level. They problems in reading activities were understanding the meaning of vocabularies when they read a text. Because of their lacks, they want to master English vocabularies

from the materials design. Thus, the results can be used to design the reading materials.

Besides, the findings also show that the students needed reading materials in the form of text and its pictures. While the length of the text must consist of 200 to 300 words. The topic of the text descriptive is tourism objects in Gorontalo. The topics of caution text were warning to keep the tourism objects and warning about keep the environment clean. Otherwise, the materials design must have colourful pictures. Meanwhile, the procedures of reading activities that the students want were reading a text and answer 5 W + 1 H questions (what, who, why, when, where and how). They also want to answer true and false questions to assess their reading ability such as got the general and specific information from the text. In addition, they want to match the vocabularies with its pictures in vocabulary building activity. Also, they want to fill in the blank sentences in grammar activity (language focus). The students also want to work in group so they can ask their friends or teacher when they did not understand with the materials. They also want the teacher to help them when they got problems. Therefore, the students can develop their reading ability based on their needs. Consequently, needs analysis results used to design the reading materials at Mts Alkhairaat Gorontalo City.

The Materials Design

The theory from Tomlinson (2014, p. 22) explains that good qualities of the materials should help the learner to develop cultural awareness and sensitivity, reflect the reality of language use, help learners to learn in ways similar to the circumstances in which they will have to use language, help to create readiness to learn and achieve affective engagement. Thus, the study develops the course grid of the materials design based on the theory of Tomlinson (2014) and used the theory to develop good qualities of the materials.

In addition, the researcher develops materials into three units based on the curriculum analysis for Junior High School level. The data from document analysis show that the students should learn about “Descriptive Text”, Caution Text” and “Narrative Text” in the second semester. So, the first unit of the material design was

descriptive text. In this unit, the students should be able to identify and to understand the structures, language features and function of descriptive text. The second unit is caution text. The students should be able to identify and to understand the meaning of short caution text based on its language features and function. The last unit of the materials design is narrative text. The standard competencies that they must be achieved were the students should be able to identify the structures, language features and function of short narrative text. Therefore, by analysing the standard competencies the researcher designs the course grid.

Additionally, the course grid described the basics competencies, indicators, unit title, learning materials and the activities in teaching and learning process. After designed the course grid, the researcher designs the first draft of the materials into three unit. The materials design in each unit consists of “Warm Up”, “Reading Activities”, “Info”, “Vocabularies Building”, “Language Focus”, “Evaluation”, “Reflection” and “Glossary.” Besides, there are seven tasks in each unit. In descriptive text unit, the students matched the pictures with the name of tourism objects in the box. It was in the warm up activity. In reading activity, the students read and get the general and specific information from the text. Then, they answered 5 W+1 H questions which consisted of 10 numbers. Additionally, they learn the structure, definition and function of descriptive text in info section. Moreover, they also built their vocabularies by matching the pictures with the words in the box provided. The vocabularies are very important because it always use in Gorontalo art such as rattan, bamboo, shawl and others. Therefore, the students can add their vocabularies from the vocabularies building section.

Furthermore, in language focus section the students learn the features of descriptive text particularly simple present tense. The materials provide the list of simple present or verb one and its sentence’ examples. When, they get the information, they answer fill in the blank sentences. Then they evaluate their understanding about the text in evaluation section. At the end of the materials the students reflected their knowledge and skills about descriptive text by answering some questions. The materials also provide the list of the vocabularies which were

difficult for the students so that they could learnt it in English and Indonesia meaning.

The arrangements of the materials in each unit are similar. The differences only in the contents of the materials such as caution text discuss about how to use prohibition sentences and narrative text discuss about simple past tense. This material has been designed to fulfil the students and need so that they can enjoy and feel easy when reading the text. Additionally, the steps of the activities in the materials design follow the rules of curriculum 2013 from observing until communicating activities. So, the materials can be used in the teaching reading to the students.

Additionally, the content of the materials uses local wisdom of Gorontalo made students interested with the materials. Local wisdom materials including the ethics, moral value, how to preserve the environment and the myth or the legend from the society. By combining local wisdom into the reading text, the students get the knowledge and information related to their surroundings. Thus, this study uses some tourism objects of Gorontalo and the traditional stories of Gorontalo.

Tomlinson (2014) explains that local wisdom materials were written by local teachers, have advisors, be content meaning focuses, be text driven, focused on the known needs and wants of the target users of the materials and localised the activities in the sense of helping the learners to make connections with their own lives. Thus, the researcher used the theory to design the materials. Meanwhile, by using Tomlinson's (2014) theory, the researcher designs these materials. The researcher re-designed it from the result of the focus group discussion with the English teacher of Mts Alkhairaat. There is one part that must be changed in materials development. It was in the glossary. Based on the result of focus group discussion with the English teacher, the students must know the Indonesian meaning of the vocabularies from the glossary. It is because the list of the vocabularies which has been designed only have the English meaning. Therefore, based on the result of the (FGD) Focus Group Discussion, the researcher added the content of the materials in the Glossary section.

Based on the result of the experts' verification sheet, from 25 questions, the number of points "Strongly Agree" were 21 and "Agree" are 4. Both of the experts had similar verifications. This is very important to improve the weakness of the materials. Moreover, the result of expert verifications shows that there were some spelling and grammar mistakes in the materials contents that the researcher needed to revise. Because of that the researcher revise the grammatical mistakes and added some pictures in the materials particularly in "Unit 1", "Unit 2" and "Unit 3". Tomlinson (2014) explains that the good materials should reflect the reality of language use. Therefore, the researcher provides the correct vocabularies and sentences structures in the materials.

After revising the materials, the researcher tries out the materials into class VIII A which consisted of 34 students. They are special class because they had high learning achievement in Mts Alkhairaat Gorontalo City. In this Main Field Testing, the researcher find that the students were very motivated in learning the materials. It is because all the contents of the materials taught about local wisdom of Gorontalo. It means that the materials develop the students' awareness about their local knowledge and culture. It is supported by theory from Tomlinson (2014) which explained that the good materials should help the students to develop cultural awareness. Thus, the materials are very useful in the teaching and learning process at Mts Alkhairaat Gorontalo City.

After main filed testing, the researcher finds that there were 34 students could develop their reading skills in English and knowledge about Gorontalo content. It based on the data from the students' responses sheets. The data present that most of the students interested with the content of the materials, the design and activities (tasks) from the materials. The students are easier to understand the structure, language features and function of functional text such as descriptive, caution and narrative text from the reading materials. Thus, the students can get the specific and general information from the text which provided from the materials.

Additionally, Williams (1984) classifies reading into (1) getting general information from a text, (2) getting specific information from a text, and (3) for

pleasure or for interest (in McDonough, Shaw and Masuhara, 2013, p. 111). This theory related to the materials design of this research. The students develop their reading skill by getting general information from text in Warm Up activities. Then, they got specific information from the text in Reading activities. Last, they get many interesting pictures related to their context so they feel excited in the teaching and learning process. Thus, they can build their reading skills through the materials.

Consequently, those the three units of the materials can develop the students' ability in reading because the contents appropriate with students' needs. Also, the materials have been verified with the two experts in material development research. Thus, the design materials have been developed well because it can be used and understand by the teacher and the students at Mts Alkhairaat Gorontalo City

CONCLUSIONS AND SUGGESTIONS

Conclusion

The supplementary materials are one of the learning sources which used by the teacher and students in teaching and learning process. It as the additional materials which designed by the teacher to support students' needs. Additionally, it also will help the teacher to fulfil the materials from the core books which published by the government. Thus, the supplementary materials design of this study fulfils the students need in English. It is because the content of the materials based on the students' needs. It means that the materials facilitate the students to practice their reading skill. Materials contain an interesting input and be presented in an easy way. The language are appropriate with the students' language level. It means that the language used helps the students to understand the materials easily. The students can develop their reading skills because materials build their cultural awareness and the materials motivated them in learning English. Therefore, by using these supplementary materials the students and the teacher feel easy and motivated in the teaching and learning process.

Sugesstion

The teacher should know the framework and procedures for materials development to produce good teaching materials which are based on the students' needs and curriculum. Furthermore, the students should use the supplementary materials to enrich their knowledge and reading skill. Also, the next researcher could gain the information from this study about how to develop supplementary materials.

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