

DEVELOPING SUPPLEMENTARY MATERIALS AND MEDIA FOR TEACHING ENGLISH READING SKILLS BASED ON THE 2013 CURRICULUM ORIENTED TOWARDS THE HIGHER ORDER THINKING SKILLS

Agus Widyantoro

Yogyakarta State University, Karangmalang, Yogyakarta, Indonesia
Corresponding e-mail: agus_widyantoro@uny.ac.id

Margana

Yogyakarta State University, Karangmalang, Yogyakarta, Indonesia
Corresponding e-mail: margana@uny.ac.id

Abstract

This study was aimed to develop supplementary materials and media for teaching English reading skills based on the 2013 curriculum oriented towards the higher order thinking skills. This study belongs to the research and development (R&D) study. The study involved 395 eleven grade students and eight teachers from eight senior high schools in Yogyakarta Special Province. The schools were chosen purposively. The data were collected by utilizing questionnaires and interviews. The products of this study were in the form of a supplementary materials book and digital media for teaching English reading skills based on the 2013 curriculum oriented towards the higher order thinking skills.

Keywords: supplementary materials, media, reading skills, 2013 curriculum, higher-order thinking skills

Introduction

In Indonesia, curriculum change has often happened. The latest is the introduction of the 2013 curriculum. In every curriculum change, there will be a change in the syllabus, lesson plan, learning materials, teaching methods, and the evaluation system. In relation to the learning materials, materials developers need to take into account the characteristics of the 2013 curriculum as follows:

The teaching learning is not teacher-centred anymore, but it must be student-centred. The teaching learning process is not a one-way process, but an interactive process, especially between the students and the teacher.

Students are expected to involved actively in the teaching learning process.

Students are also expected to develop their critical thinking.

Based on the writers' observation, the materials in senior high schools are still focused on texts, grammar, and pronunciation. They are not integrated with the materials for developing students' critical thinking skills. In this era, people need to develop higher order thinking skills.

Learning a language also means learning the culture of the target language. However, students need to learn not only the culture of the target language but also their own culture. Hedge (2008) states that the English teaching in some school levels is oriented towards two kinds of knowledge, that is, the systemic knowledge and the schematic knowledge. The systemic knowledge is the knowledge related to the structure. This knowledge covers knowledge of the sound system, morphology, syntax, and semantics. All of these are focused on the students' cognitive domain. These are included in the four skills: listening, speaking, reading, and writing (Brown, 2007).

Hedge (2008) argues that the schematic knowledge covers the socio-cultural knowledge, domain knowledge, genre knowledge, and general knowledge. These four kinds of knowledge are very important for mastering a language because mastering a language needs to be supported by the knowledge of the context, not only through understanding the words in isolation.

The new curriculum, that is, the 2013 curriculum emphasizes the integration of the higher order thinking skills into the teaching learning process, including the materials to be taught. The development of the higher order thinking skills in the class can also develop the students' creativity. This is in line with Sharp (2004) who says that creativity can be developed through the development of the higher order thinking skills. There are five components related to creativity: (1) imagination; (2) originality; (3) productivity; (4) problem solving, and (5) innovation. Creativity is an important aspect for students to be able to master the target language (Conolly, 2000).

As there will be a global market, students need to be provided with materials which will develop their higher order thinking skills and at the same time develop their knowledge of the target culture and the local culture. Therefore, materials and media which are oriented towards the higher order thinking skills and the local culture need to be developed.

This study aimed to develop materials which could support the students to develop their higher order thinking skills. These materials should also cover the local wisdom so that students will be able to understand their own culture better.

Methodology

This study belongs to the research and development study. The procedures in this study were adapted from Gall, Gall, and Borg (2003) and also Nunan (1991). The procedures are as follows: (1) conducting a needs analysis; (2) writing the course grid; (3) writing the first draft of the materials; (4) conducting the expert validation; (5) doing the try-out; (6) revising the materials; (7) finalizing the materials; and (8) disseminating the

materials.

The data were collected using questionnaires distributed to the sample. The sample consisted of students and teachers from eight schools in Yogyakarta Special Province. The schools were chosen purposively, that is, they were chosen because they were culture-based schools (*Sekolah berbasis budaya*). There were 205 students belonging to the science major while 190 students belonged to the social science major. Eight teachers were also chosen as the sample for this study. The data from the sample were used for the needs analysis.

Questionnaires were also distributed to the sample in the try-out of the materials. There were 228 students used as the sample for the try out of the materials. These students were from six schools. All the six schools were those used in the previous study, that is, for the needs analysis.

The data were analyzed using the quantitative descriptive analysis.

Finding(s) and Discussion

The findings of the study are presented in the following tables. Only certain data will be highlighted in this paper.

Table 1. The result of the questionnaires in the needs analysis

No	Indicator	Percentage
1	Students learn English because English is important for communication with foreigners	69.37
2	Students believe that they must be able to write in English	87.59
3	Students believe that it is important for them to master reading in English	90.88
4	Students write texts in English when they have the assignment in the school	87.34
5	Students believe that the writing ability will be needed in their future jobs	70.89
6	It is important for students to be able to write in English so that they can communicate with foreigners	68.86
7	It is important for students to be able to read in English so that they can understand texts written in English	73.92
8	What is needed in writing is arranging words into good sentences	71.65
9	In relation to grammar exercises, students expect that the exercises are in the form of writing sentences using the correct grammar	63.04
10	Students believe that it is important to relate texts to culture	92.40

The table above shows that it is important for students to master the reading and writing skills so that they can communicate with foreigners. They also believe that culture should be included in texts so that they can understand their own culture better, when the culture included is the local culture, and they can also understand the culture of other countries, when the culture included is foreign culture.

The following table presents the results of the questionnaires in relation to the try-out of the materials.

Table 2. The result of the questionnaires in the needs analysis

No	Indicator	Percentage
1	The text provided in the developed materials match the students' proficiency level	85.90
2	The length of the texts is proportional	91.30
3	The texts cover local wisdom	98.70
4	The vocabulary found in the texts match the students' proficiency level	71.80
5	Students need analytical thinking skills to be able to answer the questions in the texts	81.80
6	Students need critical thinking skills to be able to answer the questions in the texts	74.50
7	The explanation about the grammar materials is easy	73.80
8	The grammar exercises found in the developed materials match the students' proficiency level	81.20

Table 2 above shows that the materials developed have matched the students' proficiency level. Students also believe that the materials have covered local wisdom. In addition, they also believe that to answer the questions related to the texts, they have to develop their analytical and critical thinking skills.

Conclusion(s)

Based on the data presented in the tables above, it can be concluded that the materials developed have already met the students' needs. In addition, the developed materials have covered local wisdom and to be able to answer the questions related to the texts, students will have to develop their analytical and critical thinking skills.

REFERENCES

- Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson.
- Connolly, M. (2000). What we think we know about critical thinking. *CELE Journal*, 8, Retrieved April 20, 2003, from http://www.asia-u.ac.jp/english/cele/articles/Connolly_Critical-Thinking.htm
- Depdiknas. (2006). Kepmediknas No 22 Tahun 2006, tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah
- Gall, M.D., Gall, J.P., and Borg, W.R. (2003). *Educational Research: an Introduction*. 7th edition. Boston: Pearson Education
- Hedge, T. (2008). *Teaching and learning in the language classroom*. New York: Oxford University Press
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. London: Prentice Hall
- Renandya, W. (2013). *Responding creatively to the new 2013 English language curriculum in Indonesia*. A plenary paper delivered at the 10th JETA Conference, Sarjanawiyata Tamansiswa University Yogyakarta.
- Sharp, C., (2004). (1998). Developing young children's creativity: what can we learn from research?. *Autumn, Issue 4*. Retrieved from www.naction.org.uk/creativity on June, 2