DEVELOPMENT OF PROJECT-BASED NARRATIVE READING MATERIALS

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ABSTRACT

The objective of this study was to develop appropriate materials for reading narrative text. This study was carried out at English Department of Universitas Negeri Medan. This research was conducted by using Research and Development (R&D) Method. The research consists of six stages; gathering information and data, analysing data, designing materials, validating by experts, revising materials, and the last was final product. The data was gathered through the distribution of questionnaire for students and interviewed a lecturer to get the students' need. The product has been validated by two experts in percentage terms. The average score of experts' validations was 94.2% in content aspect, the presentation aspect was 95%, the language aspect was 96.6%, and the layout was 95%. The average score was 95.2% which categorized as very good. This study concluded that the developed project-based reading materials of narrative text may be used as teaching materials.

Keyword: *Reading, Narrative Text, Research and Development, Project Based Learning, Teaching Materials*

INTRODUCTION

Reading as a receptive skill is significant for English as a foreign language learner. For pupils, it becomes critical ability to master it to succeed not just in learning English but also in studying any content in class where reading in English is requir ed. That's why nowadays reading is an obligatory skill in the curriculum of 2013. The 2013 Curriculum has been designed by

KEMENDIKBUD as the most recent curriculum used by all Indonesian schools. The Curriculum 2013 serves an important role in the teachin g and learning process that requires applying project It based learning. means, in the teaching and learning process, the materials which need to present to pupils must organize well. Based on the curriculum of 2013, pupils are required to capture the mean ing of several genre texts namely procedure, recount, narrative, descriptive, and report. Based on the statement, capturing the content of the text is a task must fulfil from a narrative text. According to Sudarwati and Grace (2017), narrative text provide d a social function by entertaining the audience with a tale that conflicts engages with and events that produce a crisis and then resolve it. In order to help pupils in comprehending a narrative text well, the teacher needs to use innovative materials. Materials play a significant role in the English teaching and learning process as one component of the learning experience. Without materials, there will be no teaching or learning process and students will be unable to master the skills. Employing materials that help students to be more engaged in studying is one of the things that can help students gain a better learning experience if materials design as creative and inventive as possible. Fitriah (2015) suggested the quality of materials has a direct impact on the quality of teaching.

Based on the researcher's observations, it found that the English teacher used the lecture and assign task method that did not increase pupils' 4Cs. Other than that, the English teacher used a book entitled Bahasa Inggris Kel as IX in SMP Negeri 8 Medan as the teaching material. The material is based on a scientific approach and not on Project Based Meanwhile, Learning. nowadays the teaching materials must be based on PjBL so pupils can think critically and it enhance s As added by Chu et al. the 4Cs. (2017), PjBL naturally encourages the 4Cs namely creativity thinking and innovation skill, critical thinking and problem-solving skill, communication skill, and collaboration skill.

Based on the explanation above, the problem of the study formulated as: ''How to develop English reading materials of narrative text based on Project Based Learning for ninth grade at SMP Negeri 8 Medan?''. The objective of the study is: ''To develop English reading materials of narrative text based on Project Based Learning for ninth grade at SMP Negeri 8 Medan''.

Harris (1980: 21) emphasized that reading is the constructive inference of a spoken or written symbol. Reading is the outcome of communication between readers and their perception of graphic symbols that symbolize language (comprehending). Snow (2002) confirmed reading comprehension as the process of simultaneously grasping meaning through interaction and engagement with written language, which includes three components: the reader, the text, and the activity or objective of reading. In other words, comprehension is achieved when a reader can engage with other people and figure out the meaning of the author's statement on the written language. Schwabe et al. (2021) defined a narrative as a text which tells an event or occurrence that takes place by somebody or characters who has characteristics, scenario, issues as well as resolution situations that link to characters. Knapp and Watkins (2005: 210) stated that narrative text is any historical story which it serves more than one communicative goal. The goals of narrative texts encompass entertaining or amusing readers, conveying moral lessons, and changing social beliefs and attitudes. Shortly, generic structural of a text of narrative consists of few parts, namely: (1). Orientation (2). Complication, and (3). Resolution. The linguistic characteristics of a narrative text are described as: 1) It concentrates on particular and frequently individual participants (i.e., he, she, her brother, and so on.), 2) the simple past tense is used (i.e., went, brought, purchased, etc.), 3) it employs an adjective (i.e., little, happy, sad, and so forth), 4) it employs chronological conjunctions and time connectives (i.e., once upon a time, later, finally, befor e that, and so on.), 5) it employs time and location

adverbial phrases (i.e., three days ago, in the park, etc.), 6) it employs action verbs (i.e., walked, ate, ran, etc.), 7) it employs talking verbs (i.e., ell, say, speak, etc.), and 8) it employs the th inking verb and the verb of senses (i.e., smelled, considered, etc.).

Materials are crucial aspects that must be provided during the teaching and learning process. Tomlinson (1998: 2), materials are "everything used by teachers or pupils to enhance the know ledge of a language," and this certainly includes tapes, videos, disc, dictionaries, grammatical structures book, newspapers, etc. In materials development, it must be in good criteria of materials for the target. The specific criteria of good materials, n amely: 1) materials must have an impact, 2) materials should put students comfortable, 3) materials students in should assist developing confidence, 4) materials should be viewed as relevant and valuable by pupils, 5) materials must encourage and necessita te pupils' self investment, 6) materials must introduce students to language in context, and 7) materials should give pupils opportunities to use the target language to accomplish communicative goals.

According to Thomas (2000) in Hasanatul et al. (2020:17), project based learning is a teaching model that emphasizes task/assignment, mainly in the form of projects which can take pupils through an exploratory process. The project may be a product design, assignment, activity, or prob challenging investigation lem solving that must be completed within a particular amount of time. Yoki et al (2018:34), there are six syntax of Project Based Learning namely, fundamental question, design the plan of the product, arrange time table, supervise, examine the result, and evaluation.

This study was based on educational research and development (R&D). Borg and Gall (2003) explained that research of education and development is evidenced by a development model of industry in which the

findings are used to create new products or procedures which are then systematically implemented, assessed, and developed to achieve specified standards of efficiency, reliability, or comparable criteria. This study was carried out at SMP Negeri 8 Medan, which is located at Jl. Turi Ujung No. 96, Sudirejo, Kec. Medan Kota, Medan City, North Sumatera. The English teacher and 32 pupils of ninth grade at SMP Negeri 8 Medan as the subject in the study. This research adopted Borg and Gall (2003) which consist of six phases namely gathering data and information, analyse the data, design English materials, validation by experts, revise the materials and final product. The data in this study collected using three instruments namely, observation, questionnaire, and interview to gain further insight on the data.

2. Research Findings and Discussion

2.1 Research Findings

There were 6 phases in developing English Reading Materials of Narrative Text based on Project-Based Learning for Ninth Grade at SMP Negeri 8 Medan. The phases were: 1) Gathering data and information, 2) Need analysis, and 3) Material design. 4) Validating by experts, 5) Revising, and 6) Final product.

2.1.1 Gathering Data and Information

The initial stage in undertaking Research and Development was to collect data and information. The data and information were acquired by observation, questionnaire at SMP Negeri 8 Medan and through an interview with the English teacher.

2.1.2 Need Analysis

A need analysis was carried out to collect data. It took place on January 20, 2023. The data were gathered using a need analysis questionnaire and an interview. The questionnaire was delivered to pupils in the Ninth Grade at

SMP Negeri 8 Medan. The questionnaire comprised of ten multiple-choice questions. These components were expanded into four answer alternatives. The most widely responses were chosen to represent their needs.

The last instrument was an interview guideline for the English teacher of ninth grade pupils from SMP Negeri 8 Medan. The questions comprised of 6 main questions. The questions were aimed to obtain the teacher's opinion about the reading material in the textbook for ninth grade, the input in teaching reading and the teaching method. The results of the need analysis are discussed below.

The total number of pupils in grade IX was 32. The class has 8 male pupils and 24 female pupils. They were mostly 14 years old, 1 student was 13 years old, and the rest was 15 years old.

1) Needs

The questions from number 1, 2 and 6 were aimed at finding the information about the pupils' opinion and interest of learning activities in the classroom. Most pupils indicated that the teaching and learning process in the classroom, especially reading is interesting. While some pupils said that reading class is fascinating. The question number 2 tried to determine the significance of reading skill for pupils. 53.125% of ninth-grade pupils stated that English is very essential in their education, particularly their reading proficiency in English. The purpose of question number six was to find out about pupils' opinion related the option of reading activity that sounded interesting for them.

2) Want

In the question number 4, 5, 7, and 8, the researcher aimed to discover the pupils' urge in learning reading. In question of number 4, the researcher attempted to determine the pupils' interest in learning reading. The data were the result of the pupils' urge to assist them to

enhance their reading skills. This question was designed to elicit pupils' expectations in the end of the learning process, namely in terms of reading ability. Most pupils stated that they urge to be able to comprehend the text properly during their reading learning process. 12 pupils chose 'd,' and 9 pupils chose 'a,' to indicate that they wanted to expand their vocabulary. The fifth question addressed the pupils' preferences for the text in reading items that attracted their favourite texts. Based on the table below, most of the pupils chose ''b'' and ''d''. Meanwhile the rest of them chose ''a'' with the option about dialogue text. The question of number 7 was intended to gather data about pupils' reading material preferences. Furthermore, it is utilized to demonstrate that pupils enjoy the inclusion of fairy tales about kingdoms and fairies in reading materials. As a result, 40.625% of the pupils chose topic that related to kingdom as well as topic about fairy as reading material topics. The purpose of question number 8 is to discover the pupils' roles in completing assignments. Based on the data in the table, no substantial difference from the four options. 17 pupils prefer to work in small group, 4 pupils prefer to work individually, 6 pupils prefer to work in pairs, and the rest of the pupils prefer to work in large group.

3) Lack

Question number 3 was designed to elicit pupils' opinions about whether the current material is fascinating or not. Only three pupils reported that the textbook they use is less interesting, while 75% thought it is highly interesting. The purpose of question number 9 is to determine whether the book enhanced their reading ability or not. 50% of pupils stated that the book did not enhance their reading ability. On the other side, 9.375% of pupils stated that the book significantly enhances their reading ability. The other element shown in question number ten was pupils' difficulty in grammar. The highest score was

56.25%, and pupils stated that they had difficulty with grammar aspects. It was concluded that the materials should include grammar components to boost pupils' knowledge of it.

4) The Result of the Interview with the Teacher

The interview guidelines provided to the English teacher at SMP Negeri 8 Medan. The result of six questions suggested that pupils' need reading materials because the book for ninth grade pupils did not based on Project Based Learning which can improve pupils' 4C skills. Supplementary reading materials based on PjBL assist them in fully comprehending the materials.

2.1.3 Developed English Reading Materials

The English reading materials were developed in responding to the results of the need analysis. It developed in response to pupils' necessities and interests in learning English, particularly reading. The researcher used images, diverse colours, beautiful fonts, and fascinating content to make the teaching and learning process more enjoyable for the pupils. The major approach of the book was based on PjBL which aided pupils in interpreting the text. These materials designed as supplementary materials to gain pupils' knowledge of the subject, namely the narrative text, and their focus dexterity in learning the material. The guidebook section provided an overview of the entire materials, and the book focused specifically on narrative text materials. In the context of narrative text, its definition, social function, generic structure, and linguistic characteristics are all discussed.

2.1.4 Validating by Experts

Following design, materials formed the initial draft. Based on the experts' judgment, the materials achieved the qualification of good materials. The first expert of the developed materials namely Prof. Dr.

Sumarsih, M.Pd., as an English lecturer at Universitas Negeri Medan. Meanwhile, Erlina, S.Pd., an English teacher at SMP Negeri 8 Medan as the second expert.

The experts supplied the judgment by filing in the questionnaire which employed by the five scale of Likert Scale. It was very good (5), good (4), fair (3), poor (2), and very poor (1). Additionally, calculation findings were converted into feasibility criteria suggested by Sugiyono (2012). The product declared viable if the result was more than 60%. In the experts' judgment process, four aspects were assessed. It aimed to assess the quality of the developed materials. The appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout were those characteristics. These are the findings of the questionnaire analysis for experts' judgment of reading material for Narrative Text. The average score from the experts was 95.2%, and it was categorized as ''Very Good''. Thus, the developed Narrative Reading Materials based on Project Based Learning valid and appropriate to be used as the teaching material for ninth grade at SMP Negeri 8 Medan.

2.1.5 Revising the Materials

The experts gave many ideas and recommendations on revising specific components of reading materials to enhance the quality of the English Reading Materials of Narrative Text. Prof. Dr. Sumarsih, M.Pd. as the first expert, stated that the materials are less in accordance with the steps of PjBL, less related to each other, less encourage the pupils to communicate in oral/written. She stated that the explanation of narrative text must put in the syntax of PjBL, not separated like the initial draft. Moreover, she suggested to add the vocabulary task based on HOTS, not just match the words. While the second expert, Erlina, S.Pd,

suggested to pay attention on the colour of the font in the references of the text.

2.1.6 Final Product

The final product of the developed reading materials of narrative text was created based on Project Based Learning. The developed reading materials has been designed to satisfy the demands of the pupils and was suitable to use as teaching materials. The final product was produced to respond the experts' ideas and comments on the first edition of the materials. Appendix H presented the final product of the developed materials.

2.2 Discussion

This research aimed to develop English reading materials of Narrative Text based on PjBL based on the needs of pupils of SMP Negeri 8 Medan for ninth grade. This research was conducted by Research and Development (R&D) using the six stages outlined by Borg and Gall (2003): 1) gathering information and data, 2) analyzing the data, 3) designing the product, 4) validating the product, 5) revising the product, and 6) Final Product. The first stage of this research was gathering information and data. The data were collected by observing the curriculum and existing materials, distributing questionnaires to the pupils, and interviewing the ninth-grade English teacher. The second step involved data analysis. The data analysed was the result of observation, a questionnaire on the need analysis of pupils, and an interview with an English teacher. This phase aimed to modify information regarding pupils' identities, needs, problems, and learning interests, especially reading skills. The analysis results served as a guide for the researcher as researcher developed materials based on the interests and requirements of the pupils.

The following stages were designing the materials for teaching learning. Researcher used the syllabus of 2013 curriculum, lesson plan, and existing material in designing materials. Materials developed based on pupils' needs based on 3.7 and 4.7 essential competencies. Experts validated is the next stage. Experts reviewed the materials by filling the questionnaires. The questionnaires covered four aspects of material evaluation: evaluate the appropriateness of the content, language, presentation, and layout. The final score of four aspects of developed materials were 95.2%. The score indicates that the developed materials entitled "Developing English Reading Materials of Narrative Text Based on Project Based Learning for Ninth Grade at SMP Negeri 8 Medan" was considered as "Very Good".

3. Conclusion and Suggestions

After collecting data and analysing it, the conclusion was drawn as follows, the materials were designed by fitting the resources based on basic skills and pupils' requirements. The average score given by the experts were 95.2 percent. The score demonstrated that the materials were very good and appropriate for teacher in teaching reading narrative text for ninth grade at SMP Negeri 8 Medan. In line with conclusion above, the teacher suggested to use the validated materials as supplementary materials in teaching reading particularly narrative text. If possible, the teacher can develop appropriate material through observation and need analysis to meet pupils' needs. Moreover, the ninth-grade pupils of Junior High School should actively participate in English activities to establish a communicative environment in the English classroom. Besides that, other researchers can develop the other pupils' material in other English skills, such as writing, listening, and speaking.

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