

## Developing an English Supplementary Book Using Project-Based Learning for 11<sup>TH</sup> grade Students

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**Abstrak:** Students find it difficult to obtain material due to the lack of learning facilities and media, therefore students and teacher need media that can be used that contains a summary of English learning materials so that learning can be delivered. One of the learning tools that can be used in the second semester 11th grade is English supplementary book. This book contains a summary of the material as well as there are practice questions and explanations of various materials with hope students will be able to develop knowledge, skills, and attitudes. Supplementary reading materials in English course programs can be applied to give students a comprehensive knowledge of the subject

matter based on the national standard that they cannot get in their regular class (endang nuryasana, 2020). The English Supplementary Book has been validated by the media validator and the material validator, each of which has a score of 94% and 84%. The media also received a good response from students, namely 73% which means "Good" to be applied in eleventh grade second semester.

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## INTRODUCTION

The provision of English language learning in schools is also important for students. However, there are still many problems when learning English in class because many students still do not understand the English taught by the teacher, then students find it difficult to learn English especially in the classroom. Need some strategies and supporting media so that students can understand the meaning of English taught by the teacher in class. According to (Gunawan Tambunsaribu & Yusniaty Galingging, 2021) Both internal and external factors might contribute to kids having trouble learning English. The effect of the teacher on how English is taught in class is an external issue, whereas the lack of student initiative to learn English is an internal one. The results of observations by researcher showed that grade 11 students at MA Sirojut Tholibin, show that almost all students have not mastered English either in writing or orally. There are many factors that affect the limitations of students in mastering English, 1) Infrastructure facilities in schools that are not optimal, 2) lack of supporting media for learning in schools, 3) limited books of learning materials as a reference for learning in class, 4) MA Sirojut Tholibin is a boarding school-based school where the use of English is not too used so that students are not used to the use of English, 5) limited use of electronic media such as gadgets and laptops because most students are in the cottage environment, 6) there is no means of channeling English interests such as extracurriculars in schools. Students find it difficult to obtain material due to the lack of learning facilities and media, therefore students and teacher need media that can be used that contains a summary of English learning materials so that learning can be delivered. One of the learning tools that can be used in the second semester 11th grade is English supplementary book. English book have an important part in the learning process because they serve as a resource for informational

learning, knowledge development, and contain instructional resources (Makrifah, 2019) (Ainaul Mardiyah et al., 2022). According to Syafii (2016) in (Oktariyani & Juwita, 2019) said that supplementary book is a detailed form of curriculum content that is presented in full, clearly, with illustrations or just when useful. English supplementary book contains learning materials that contain interesting and interactive explanations and there are practice questions that are in accordance with the applicable Core Competent and Basic Competent so that students can learn English in class easily obtained and can be understood. Not only students, but English supplementary book can also be used by teacher. English teaching materials there is a vocabulary column that contains some vocabulary contained in the materials provided to make it easier for students to know the meaning of the vocabulary. By using this English Supplementary book, it is hoped that teachers and students can carry out English learning well and English mastery can improve.

### METHOD

Development in the context of Research and Development means a process of change towards continuous improvement until it is in accordance with the standards and specifications desired and needed by designers and developers (Prof. Dr. M. Rusdi, S.Pd., 2018). This research using model of development ADDIE (Analysis, Design, Development, Implementation, and Evaluation) (Sugiyono, 2015). Data was collected and processed in this study using quantitative and qualitative technique. In this study, data was obtained from the Sirojut Tholibin school in grade 11 of the MA class as many as 45 students. Data was collected on October 2022 at MA Sirojut Tholibin. Researcher did observation about English learning activities in the classroom. Then, Researcher look at learning outcomes by students for 1 semester. Observation did preliminary study to find the students needs. Observations were does again at the product implementation steps in August 2023 for students as an assessment and evaluation steps on the product. The data collection system using purposive sampling technique the student learning in class on November 2022. Researcher distributed a questionnaire containing 10 questions related to English and learning during class. Researcher give questioner in August 2023 to know how far student in understanding and abilities in english subject after using english Supplementary book. The data obtained during the observation is recorded in a field note containing the important points needed by the researcher in the study. In evaluation steps, researcher give questioner sheets about how far student in english understanding after using english Supplementary book. After the data is collected, researcher conduct data analysis using quantitative and qualitative. The data analyzed in this study is the result of validation from supervisors and teachers in the field of study as well as from students satisfaction.

### RESEARCH FINDINGS and DISCUSSION

The result of this research and development is a English Supplementary Book to teach English subject in 11 grades. To identify problems with students, researchers commit to interviews and observations. Media were created by researchers for help students' study of the English Subject as a media validator and a material validator validated the media. The final results of material and media validation are presented in the table below:

**Table 1.** Validity Result

Validity	Percentage	Validity Criteria
Media validity	94%	Very Valid
Material validity	84%	Valid
Students responses	73%	Good

After a product has been developed and validated, researcher did the trial to the students. The researcher gave students response questionnaires at the end of implementation, and the result of evaluation is 73%. It can be assumed from the responses of both validators and students that the media is valid to develop and implementation in accordance with their comments and suggestions.

#### Result of Questioner Validation

##### Media Validation

**Table 2** Media Validation Result

No.	Spesification	Score
1.	The quality content of the product is in accordance with the material.	5
2.	The content quality of the product uses modern illustrations.	5
3.	The quality of image was clear	5
4.	The quality of the product narration is in accordance with the material.	4
5.	The quality of the interaction component in product according to the material.	4
6.	Illustration are appropriate to the material.	4
7.	Design product to the students.	5
8.	Instruments in the product are accordance with the material.	5
9.	Example illustration has been realistic.	5
10.	Product form according to the students.	5
<b>Total Score</b>		<b>47</b>

From the above results got a percentage of 94% with the criteria of the results "Very Valid" with the conclusion that the product can be tested.

##### Material Validation

**Table 3** Material Validation Result

No.	Spesification	Score
1.	The content of the product is in accordance with the target material	3
2.	The content of the product can provide appropriate explanations to students.	4
3.	The content of the product is accordance with the material based on Basic Competence and Core Competence.	4
4.	The product has a appositve impact on students.	5
5.	The product can provide an engaging learning	4

	strategy for students.	
6.	The product provides a realistic example.	5
7.	The way the product is presented can attract students attention.	4
8.	The way the product is presented can attract students attention.	4
9.	The product can be easily used for Students.	4
10.	Product have used HOTS learning style.	5
<b>Total Score</b>		<b>42</b>

From the above results got a percentage of 84% with the criteria of the results "Valid" with the conclusion that the product can be tested.

#### The Result of Students Responses

The researcher gave a questionnaire of student responses totalling 45 students at the end of the implementation and the evaluation results were 73% with the criteria "Good".

#### Discussion

There are various problems with this research that the researcher had to solve, which includes: 1) How is the process of developing an English supplementary book using project-based learning for 11th grade students of MA Sirojut Tholibin to students that have difficulty in learning and understanding English? 2) How is the result of developing an English supplementary book using project-based learning for 11<sup>th</sup> grade students of MA Sirojut Tholibin to student assessments before using English supplementary book?

The following stages of this research can be determined:

#### Analysis

The first steps is analysis. Researcher analysed the needs and problems of students by observation and giving questions to students of 11 grade. Based on the results of observation and giving questioner, an obstacle was found, there has the lack of learning media facilities in English learning at school. Based on observations, teachers teach English material with other learning media that have been based on Core Competence and Basic Competence then students only listen and write down the material given by the teacher so that students find it difficult to learn the next English material. In addition, students are also constrained in finding additional English material because the existing facilities at school are lacking so that students lack mastery in learning English. Therefore, researcher developed English Supplementary Book learning media that students can use to learn and add material about English Subject. According to (Ahmad, 2018), Analysis is one method in a study that serves to determine the of need analysis.

#### Design

The second steps is design. Researcher arranged English Supplementary Book based on Core Competence and Basic Competence second semesters of 11<sup>th</sup> grade which contains material Narrative text, asking and giving information, make advertising, hortatory exposition, and song related to teenagers life. This media uses A4 size 30gr HVS material, which was designed using the Canva application. At this stage, researchers create an English supplementary book design that has been approved and validated by media validators. The product developed has a certain specificity according to the needs analysis, the availability of sources and the purpose for which the product is developed (Suharsimi Arikunto, 2006).

### Development

The third steps is development. This book was developed from the material of semester 2 grade 11<sup>th</sup>, there is Narrative text, asking and giving information, make advertising, hortatory exposition, and song related to teenagers. For this material was developed by adding additional material accompanied by a YouTube video Barcode, as well as added supporting illustrations of the material. Each material is given example of material and practice exercises for students. In addition, there is also project-based learning so that students can create project-based learning that is in accordance with the material presented. At the end of the chapter there are practice questions that students do to practice understanding and how far students can master the material. The practice questions given have been inserted HOTS (Higher Order Thinking Skills) Technique so that students can think more crisis. At the end of the book there is an English Vocabulary table that can help students if there are difficulties in translating a vocabulary. This book is also accompanied in print and online in the form of Barcodes. After the product is finished, the researcher validated the media validator and material validator. The development of a product to be creative in learning helps students in achieving learning goals interestingly (Mulyatiningsih, 2015).

### Implementation

The fourth steps is implementation. The researcher implemented a product for grade 11<sup>th</sup> students of Science & Social Studies of MA Sirojut Tholibin which contained 45 students. The stages in implementation are: 1) the researcher distributes the English Supplementary Book, 2) the researcher explained the material to students, 3) Students are invite to do practical exercises according to the material, 4) students are told to do material exercises, 5) at the end of learning students are given Project-Based Learning assignments to be done at home according to the instructions given. The researcher also distributed questioners after implementation to all students to find out whether the product is suitable for use or not and get suggestions from students. The score from students response 69%. Products that have been developed in accordance with solving problems must be tested with users for the purpose to perfect their structure and function (Suharsimi Arikunto, 2006).

### Evaluation

The fifth steps is evaluation. In this steps, researcher considered the suggestions and comment from result of validation expert, there is Mrs. Winda Khoirun Nisak, M.Pd. as a instrument validation, Mr. Ahmad Saifudin, M.Pd. as media validation, Mrs. Faridatul Munawaroh, S.Pd. as material validator, and student responses from all students of 11<sup>th</sup> grade MA Sirojut Tholibin. The evaluation results suggest additions as a development process that has not been carried out optimally (Suharsimi Arikunto, 2006).

The research has been constructed to give direct advantages to 1) students by helping them to improve their English understanding and become more innovative. 2) Teacher: to help teachers to achieve effective goals for learning in English material. 3) researcher: provide further information for researchers who will do additional research in the connected sector. Based on the results, it is possible to infer that the English Supplementary Book generated by the researcher received 94% media validation, which implies "Very Valid." Material validation received 84%, which also signifies "Valid." Furthermore, the average result of the students response questionnaire is 73%, indicating that it is "Good".

## CONCLUSSION

This research was based on the classroom conditions of MA Sirojut Tholibin class XI IPA & IPS the students who had difficulties with English subject media. As it turns out, the researcher developed a media called the English Supplementary Book because it helps students learn English by presenting it in an interesting way and by inviting students to create Project-Based Learning so that students don't get bored and can benefit from the vocabulary. The process of Developing an English Supplementary

Book using Project-based learning for 11<sup>th</sup> grade Students of MA Sirojut Tholibin using 5 steps of ADDIE (Analysis, Design, Development, Implementation and Evaluation).

The result of Developing an English Supplementary Book using Project-based learning for 11<sup>th</sup> grade Students of MA Sirojut Tholibin before using English Supplementary Book is Students do not understand the material given to the teacher and feel less excited because they are less interesting. After using the English supplementary book, students are quite enthusiastic in doing classroom learning. The English Supplementary Book has been validated by the media validator and the material validator, each of which has a score of 94% and 84%. The media also received a good response from students, namely 73% which means "Good" to be applied in eleventh grade second semester.

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