

SUPPLEMENTARY MATERIALS FOR ENGLISH LESSON GRADE SEVEN IN ELIA CHRISTIAN MIDDLE SCHOOL

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ABSTRACT

This project is based on the writer's internship in Elia Christian Junior High School from April, 7 to June, 5 2015. The writer thought that it was a good thing to make supplementary materials as a final project because of some problems the writer faced earlier during the internship. There was not sufficient interesting material in the textbook and lack of students' participation in the classroom. The writer wrote some suggested supplementary materials that he thought was good according to the analysis of the textbook to supplement the material written in the KTSP curriculum textbook. By having some creative activities during the lessons, hopefully they can change the habit of their English learning, to be more actively participated in every English class.

Key words: Supplementary Materials, Game, and Activity

As the writer was doing his internship in Elia Christian Middle School, the writer found out that during the English lesson, students did not feel very comfortable in learning English in class. As a result, class participation was not so high. Responding to the problem, the writer thought that in order to increase the participation of the students in class, the teacher has to engage the lesson with the students more. Materials is a very important tool for the good teaching and learning process in class while teaching the students English in English lesson. Regarding the fact, the writer wanted to support the English learning in the school by making supplementary materials to the textbook. According to Tomlinson, "supplementary materials are materials designed to be used in addition to the core materials of a course" (2011, p xvi).

The purpose of making the supplementary materials is actually to help the teacher with some supplementary materials with more creative, interesting, and fun activities for the teaching and learning of English in Elia Christian Junior High School grade seven.

Seven-grade-students who are still regarded as young learners will be more interested in learning English when it comes to learning by doing, so when the students can reflect upon what they had learned the English learning will be more effective. Also, by providing more activities, involving more variety of learning styles of the students, hopefully students can learn more enthusiastically.

METHODS

According to Tomlinson (2011, p. xvi), there are some criteria below about a good supplementary material as presented in the following:

1. Materials should achieve impact

The materials will have some impact to the learners through some ways, such as through variety. Through some games, it will bring impact through some activities.

2. Materials should help learners to feel at ease

The materials should make learners feel comfortable instead of being curious or tense. Therefore, there will be some interesting materials to help encourage personal participation of the learners.

3. Materials should help learners to develop confidence

Hopefully, the material can help the learners developing confidence and feeling relaxed while learning with the supplementary activities so they can learn better.

4. What is taught should be perceived by learners as relevant and useful

It will also deal with the learners' interests. So it consists of things which they have in common and materials that can be useful for them.

5. Materials should require and facilitate learner self-investment

Besides all the usefulness learners will get, they will also be facilitated to do some self-investment, and they will do it starting from grade seven.

6. Learners must be ready to acquire the points being taught

In order to do all the activities, learners will have been ready for the supplementary materials because it is talking about what they have got from previous meetings or some little progress for their English learning.

7. Materials should take into account that learners differ in learning styles

Besides, the writer will also consider learners' different learning styles. The materials will also concern about various learning styles such as kinesthetic learning styles through some suggested games or activities in it.

These criteria are the ones that will be applied to construct the supplementary materials for Elia Christian Middle School.

FINDINGS AND DISCUSSION

To sum up, the following are some solutions that the writer suggests as the supplementary materials to the textbook that have been analyzed previously.

Chapter 1 What Is Your Name?

Activity:

- Putting the stories in the correct order (15 minutes)

Objective:

- To grab students' attention to the lesson. In other words, it can help the students to pay close attention to the meaning of the dialogue they have in the book
- To train the students' skill on skimming the dialogue and get the general information of it.

Procedure:

Teacher should cut the material below into strips and let the students arrange them based on chronological order.

Material:

The dialogue in page 17

This is a kind of preparation activity for their reading skill practice.

Chapter 2 Things around Us

Game (15-20 minutes):

- Asking a student to mention a number of particular things within just a very limited amount of time (This game is called: Beat the Match!)

Objective:

Students will be able to recall particular things around them and mention it with a good pronunciation

Procedure:

- Teacher should cut the materials below into strips
- Teacher call the student forward in front of the class to start the round
- The student in front of the class should take a piece of the strip and read the instruction on what to mention, for instance: Mention 5 things in the classroom
- Then the students have to take a match and light it
- That particular student has to mention all the 5 things before the fire goes off
- If a student fails to make it then that particular student loses.

The teacher can do this game every student and they can take turns within 15 minutes.

This game is a kind of follow up activity for the speaking and vocabulary practice.

Chapter 3 Let's Go to School

Activity:

- Giving a piece of open ended questions for students to answer based on the dialogue - List. (10 minutes)

Objective:

This activity will be useful to check out their understanding about the specific information of the dialogues.

Procedure:

The students have to answer the open-ended questions without looking back to the dialogues.

Material:

The dialogue-pictures in page 43, 44

This is a kind of additional material for the core activities of the listening part after filling in the blanks as a preparation activity.

Chapter 4 What Should I Buy?

Activity:

- Ask 2 good/popular students to retell the dialogues for the rest of the class.
p. 58 (10 minutes)

Objective:

To practice students' speaking skill as well as their pronunciation through memorization of the specific information

Procedure:

- Those 2 students need to memorize the dialogue first before retelling the story
- Then, they should act out the dialogue together

This is a kind of core activity for the listening section before the students complete the dialogue with the expressions of politeness from the listening material.

Chapter 5 Family Life

Game:

Last Minute Standing (10 minutes)

Objective:

- To see whether students have understand common things in their house and school well or not.
- To practice students' vocabularies.

Procedure:

- All students are asked to stand up forming a circle
- The teacher will mention some rooms either in house or school,
- Every student will mention objects inside the room in turns
- The teacher will change the room's name for the student to mention just after the second rotation they've finished mentioning it
- If a student repeats a word or he/she cannot think of a word, he/she must sit down and that particular student loses

This game is kind of preparation for the listening part, but this is useful for practicing speaking skill.

Chapter 6 What Do You Do?

Game:

Pass the word! (10 minutes)

Objective:

Review to the students about describing kinds of professions that they have learned before.

Procedure:

- Students have to form a pair group, then sit face to face with his/her friend
- Teacher will whisper one kind of profession to a student's ear

- That particular student has to tell to his/her partner using a description, not telling the word directly

- Students are allowed to use clues to make it easier

This game is a kind of follow up activity for speaking skills after learning about professions and how to describe things.

Chapter 7 Work Out

Activity:

Teacher combines Practice 3 and Practice 4 into asking the students to differentiate which one is the middle and which one is the strong expression of asking facts.

Objective:

The students can find out and differentiate middle and strong expressions of asking facts

Material: textbook page 128, 129

This supplementary material is used as an additional to reading skill practices.

Chapter 8 My Hobby

Activity:

Differentiating the listening and the explaining expressions of asking and giving clarifications according to some additional practice in a list of expressions and giving responses if possible

Objective:

Students are able to find out what kind of sentences belong to asking and giving clarifications expressions by differentiating which sentence is belong to the listening or the explaining expressions.

This activity is useful as a reading skill material enrichment.

These were all the supplementary materials that the writer suggested after the writer analyzed the textbook.

CONCLUSION AND SUGGESTIONS

From the internship, was found that the English teaching and learning lesson in class is regarded as boring by the teacher, because of little participation of the students. The writer collected the data by doing classroom observation and interview.

From the classroom observation, the writer found out that the seven- grade-students learning in Elia Christian Middle School did not seem to enjoy the English learning so much in class because they did not think that English is a fun subject to learn so their participation in class was low.

Next, from the interview with the English teacher as well as most of the other teachers there in the school and the principal, the writer found out that students were not motivated to learn English because they thought that English was too difficult and complicated.

Therefore, the writer thought it was a good idea to suggest some supplementary materials for the textbook "English in Focus".

Based on the analysis of the textbook learned in the class, it showed that too many drillings and practices might be boring for students. Therefore, the writer constructed some supplementary materials for the textbook activities. Hopefully, these suggested materials could be useful for the teacher in the teaching process to engage active participation from the students.

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