

**DEVELOPING LEVELED-READING LEARNING MATERIALS FOR ACCELERATING ENGLISH
PROFICIENCY OF JUNIOR SECONDARY SCHOOL STUDENTS IN YOGYAKARTA SPECIAL PROVINCE
(2nd YEAR PROJECT)**

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ABSTRACT

This second year research project aimed to 1) carry out empirical validation of the developed textbook through small-scale and field-trial, and 2) revise the textbook according to the results of trials as well as finalize the development of the textbook so as to file a claim for copy right of the textbook. The previous year's project has produced the early draft which were revised based on the results of theoretical validation.

The small-scale empirical validation were executed by 7 out of 9 targeted English teachers from 5 different schools in 5 different districts in Yogyakarta, using a questionnaire. To confirm the results of evaluation, a focus group discussion was held to allow the teachers to express suggestions and criticisms for the further development of the textbook. The evaluation questionnaire for large-scale trial was administered to the students of grade eight of two junior secondary schools in Yogyakarta. As many as 33 students of SMPN 1 Yogyakarta and 31 students of SMPN 3 Sewon participated in the trial, which took place like a typical English lesson. To capture the details of the learning process, an observation sheet was used and reported by another English teacher teaching in the school. The quantitative data were analyzed using descriptive statistics and converted into a table of conversion. The qualitative data were analyzed descriptive qualitatively.

The small-scale trial resulted in mean of 3.7385, which implies that the developed book is considered "very good" by the English teachers. Suggested changes are related to a) formulation of indicators and presentation of materials, b) instruction writing, and c) language accuracy and appropriateness like spelling, grammar and punctuation. The large-scale or field trial gave mean of 3.475, which also suggests the developed book as "very good" according to the students' evaluation. Revision is needed concerning the choice of color, the clarity of pictures or illustration and the layout of materials and illustration presentation. The fact that a group of the students thought that the trialed unit is difficult while the other does not implies two things; that the developed textbook needs to lower its difficulty level to accommodate less-proficient group of students and that the textbook can be used as a reinforcement textbook which is of essential part in the implementation of the Curriculum of 2013. Some differing feedbacks were also found on the parts of both teachers and students related to the provision of answer keys and translation for instruction and explanation in the book. These suggestions raised further research agenda and thus are kept for next research project including the provision of teacher's guide book and the development of bilingual textbook. The teacher's guide book will compensate the different level of proficiency the students have as it will recommend model of learning that goes with the book. This research has successfully produced a supplementary textbook for leveled reading instruction in Junior Secondary Schools in Yogyakarta that comprises cover, title, acknowledgment/preface, map of the book, how to use, learning units, reference, writer's profile. A claim for copy right is taking place for the book to be marketable and eligible for national reference.

Kata Kunci: empirical validation, leveled reading instruction, copy right claim, national reference