



The Supplementary Material Used by English Teachers for Teaching Eleventh-Grade Students in SMAN 4 Banjarmasin

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ABSTRACT

Supplementary materials are needed as additional materials for teaching English. This study was conducted to discover detailed information on what supplementary materials were used and how they were implemented by English senior high school teachers. The approach of this study was descriptive qualitative. The subject of this research was two English teachers SMAN 4 Banjarmasin. The primary data was collected through observation, while secondary data was collected through interviews and documentation. This research showed three materials teachers often use as supplementary material to be implemented while teaching in the form printed, visual and internet-based. Printed supplementary materials in the form of workbooks. Meanwhile, supplementary internet-based materials in the form of selected internet-based material and YouTube video. It is suggested that teachers consider the criteria for selecting teaching-learning material before implementing the supplementary material in the classroom. It is also recommended for further research focus more on how students respond to the implementation of supplementary materials by the English teacher in the classroom.

Keywords: descriptive qualitative, supplementary material, English teaching

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INTRODUCTION

In teaching-learning activities, the existence of teaching materials is very important so that learning activities run well, without exception in English language teaching. Tomlinson (2011) stated that material refers to anything that teachers or students use to facilitate language learning. Teaching materials are resources that a teacher uses to deliver instruction. Teaching material can be a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, or a paragraph written on a whiteboard: anything which presents or informs about the language being learned (Tomlinson, 2011). Moreover, in Indonesia one of the most commonly used as primary teaching materials is textbooks.

Textbooks are indeed the main pillar used by English teachers in teaching because the use of textbooks has a good impact on teaching and learning activities in the classroom. There are so many benefits of textbooks as a source of material in teaching, as conveyed by Richards (2001), the positive impacts of using textbooks in the teaching and learning process are: 1) providing a structured curriculum planned and developed systematically, 2) promoting

the standardization of education, 3) the quality has been tested, 4) offering different learning resources, 5) efficient, 6) providing an effective model and input language, 7) training new teacher, 8) visually attractive.

Nevertheless, when teaching, the teacher often feels a deficiency in using the textbook only. To overcome the deficiency of textbooks, teachers sometimes use another source whose function is as a supporting source of the primary teaching materials (textbook) in teaching and learning English activities which we usually call supplementary materials. Supplementary materials are additional teaching materials that are useful to support learning. Based on Darmayanti, V., et al (2021), Supplementary material is material from another source or any other material designed to support the teaching and learning process. In English teaching, supplementary material is like a complement for teachers in teaching English in the classroom, without exception in several senior high schools in Banjarmasin.

Based on preliminary observations conducted by researchers during teaching practice at SMAN 4 Banjarmasin, English teachers used supplementary material in class as additional material besides using English textbooks provided by the government. Furthermore, based on interviews with students, it was seen that students still needed to use supplementary material to help them understand learning English better. Therefore the use of supplementary material in the classroom is consequential for teachers and students. This research was conducted to investigate the implementation of the supplementary in classroom.

Teaching and learning-material

One of the most important aspects of the learning process is the material. In education, Teaching-Learning Materials (often referred to by the acronym TLM) or Instructional Materials refer to the range of resources and lesson materials that teachers can use to teach.

According to Kapur, R (2020), Teaching-Learning materials are the materials that render a significant contribution to facilitating the teaching and learning processes. Teaching-learning materials are facilities that contain various information about the language to be learned that have an essential contribution to teaching-learning language activities.

Textbook

One of the teaching materials is the textbook. In Indonesia, the textbook is the primary teaching material whose function is very crucial in supporting learning because it has been prepared by the government with reference to the syllabus. Based on Ministry of Education Regulation Number 8 of 2016, textbooks are the primary learning source for achieving fundamental and core competencies and have been recognized as viable for use in education by the Ministry of Education and Culture. Awasthi et al. (2006) defined a textbook as a practical resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus that reflects predetermined language objectives, and support for less experienced teachers who have yet to gain confidence.

Supplementary Material

The role of textbooks is critical in teaching and learning because they are the leading guide for teachers in teaching, but teachers cannot rely solely on textbooks. Other sources are needed to support teachers in learning activities taken from various sources called supplementary materials. Mufauwazah (2020) stated that supplementary materials are materials used in addition to textbooks. According to Spratt, Pulverness, & Williams (2012), supplementary materials may also come from authentic sources to fill in gaps in the textbook, provide extra work for students, or add variety to the lesson (e.g. newspaper and magazine

articles, videos, etc.). In other words, supplementary materials are any additional materials used to complement the primary teaching materials that improve the teaching and learning quality.

Criteria for the selection of teaching-learning materials

Teachers need to make all the necessary efforts to establish and apply various relevant and contextually appropriate criteria for evaluating the teaching-learning materials they use in classrooms to accommodate student needs, objectives, and methods and values of teaching programs (Akintunde and Danlami, 2018). Therefore, before using teaching-learning material in the classroom, usually, the teacher will first choose the teaching-learning material that will be used when teaching to realize quality learning for students.

The following are the specific criteria for selecting teaching-learning materials proposed by Akintunde and Danlami (2018)

1. **Relevance:** It should be emphasized that any material that must be utilized to teach a certain topic must be relevant to that topic in order to attain the intended results or learning objectives.
2. **Usability:** Any teaching-learning materials brought to class by the teacher should be able to be used. On the other hand, any material created for learners must suit their needs.
3. **Acceptability:** The teaching-learning material to be selected should be acceptable in the learning environment and can be applied elsewhere on the same topic.
4. **Suitability:** The teaching-learning materials must be appropriate for the students' age and intellectual ability. When choosing or evaluating educational materials, one of the most crucial aspects to consider is the students' age. This is critical because any content that is beyond the reach and intellectual level of students will yield little or no results when utilized to teach them.
5. **Availability:** The availability of the required material is a significant consideration for selecting and using the source material. Put another way, before deciding on the material to utilize. The teacher must ensure that it is available and accessible to both the teacher himself and the students. The teacher does not choose to employ piece of material simply because it is theoretically supposed to be effective for teaching a specific topic but is not physically available. Instead, the available teaching-learning material must be confirmed before deciding to utilize it.
6. **Practicability:** The teaching-learning material must be easily understood and practicable for the students. In selecting reading texts, the texts should be what the students can use even without the teacher's supervision. Therefore, these resources must portray respect and dignity for both genders, those in specific cultural groups, people with varying physical and intellectual abilities, people of various ages, and people of differing sexual orientations.

Teaching materials have a crucial role in developing the quality of education. In addition to the methods, media, and learning objectives, the teaching-learning material determines the success of a teaching and learning process. Therefore, before starting learning, the teacher must pay attention to the criteria for selecting teaching-learning materials

Type of supplementary materials

Nowadays, teachers use various materials not only sourced from textbooks because teachers feel that textbooks still need material from other sources to support learning, which is called supplementary material. Supplementary material is needed as additional material and is sometimes used as the main source of learning English. This research was conducted to determine what Supplementary materials were used and how they were implemented in the classroom. This research was conducted to determine what Supplementary materials were

used and how they were implemented in the classroom. This research was descriptive qualitative research. The subject of this research was two teachers from SMAN 4 Banjarmasin. The object of the study is the use of supplementary material in English teaching for eleventh-grade students. The primary data was collected through observation, while secondary data was collected through interviews and video recordings. The result of this research showed three materials form printed, visual and internet-based, which teachers often use as supplementary material to be implemented in teaching English eleventh-grade students.

Karki, T. M. (2018) classified supplementary material into four themes:

1. Audio Visual: Anything using which learning process may be encouraged through the sense of hearing or sense of sights as computers/laptops, TV/VDO, cell phone, films, and documentaries.
2. Audio: Learning material from technology that aims to support students in interesting listening skills focuses on improving pronunciation, fluency, and accuracy in listening comprehension through listening to the conversation, poems, and other literary texts that were spoken or read with appropriate stress, intonation fluency, and punctuation. Example: cassette players, videotapes, computers, and cell phones.
3. Visual: Visual materials involve the sense of vision of the students and cover the whole range of non-verbal and non-auditory materials including photographs, paintings, drawings, prints, designs, books, three-dimensional art such as sculpture and architecture, flashcards, whiteboard drawings, real objects which are locally available, and language games to motivate the students and to practice in the skill focus activities.
4. Internet websites. All teaching materials taken and used directly via the internet, such as 1) reading texts from 'authentic' source websites, 2) watching and listening from YouTube video or audio podcasts, 3) Tests, job pages, exercises, and so on, from various English teaching websites, such as Teaching English in the British Council

Rodríguez & del Carmen (2012) classified supplementary material into five groups, followed by the teaching aids, because they are interconnected, namely:

1. Audio aids are materials that require learners to utilize their ears, such as music, narrations, and conversations.
2. Visual aids materials (graphics, objects, etc.) allow students to use their eyes.
3. Audio-visual aids promote both ears and eyes, such as TV programs and movies.
4. The use of real objects in the realia class, such as fruits, toys, and other similar items.
5. Online, refers to telecommunications and computer technologies, such as the internet and many online learning sites.

The classification of supplementary material from several experts is very diverse. So determining the appropriate type of supplementary materials based on the available data above is not enough because there is a bias between teaching aids and teaching-learning materials. The reference for authentic supplementary materials and teaching aids is closely related to the teaching-learning materials described above. Therefore, after a long review process, the researcher classified the supplementary materials into five types: printed, visual, audio, audio-visual, and internet-based.

Table 1. Type of Supplementary Material

Type	Authentic	Example of Reference
Printed	Advertisements, letters, leaflets, book excerpts, newspapers, magazines, brochures, menus, maps,	Banjarmasin Post(newspaper advertisement), The Jakarta Post (newspaper), Gramei, MIZAN

	poems, stories, diaries, postcards, workbooks	(poems, stories), Intan Pariwara or Aspirasi (workbook)
Visual	Postcards, realia, photos, posters, road signs	Picture from magazine or newspaper (postcards, photos), statue or props (realia)
Audio	Songs, news reports, chants, telephone conversations, public announcements, English podcast	Audio recorder device, radio, CD-ROM or DVD
Audio-visual	Learning videos, guided tutorials.	CD-ROM or DVD, computer, laptop, , mobile phone, TV
Internet based	Facebook pages, Quora spaces, YouTube video, TED Talks, Instagram guides/stories, reels, and TikTok, documentary repositories,	https://www.facebook.com/ , https://www.quora.com/ , https://www.youtube.com/ , https://www.ted.com/talks , https://www.instagram.com/ , https://www.tiktok.com/ , https://www.nationalgeographic.com/

The advantages of using supplementary material

The choice of supplementary materials is first to recognize that it is necessary to be different from the materials in the textbook and then know where to find the most suitable materials. According to McGrath (2013:71), there are several advantages of the use of supplementary material in teaching, such as 1) changing inappropriate content in the textbook, 2) filling in the gaps in the textbook, 3) providing a relevant subject for students' unique needs and interests, 4) providing additional language or skill practice to the students, 5) adding further variety to the teaching activities. Instead of the several advantages stated above, there are times when supplementary material is helpful to include when textbooks: provide insufficient or impractical examples, provide short examples, are too ordinary or complex, or are conceptually suitable for the whole class due to the time constraint, as cited in Mufauwazah, L. (2020) also cited from Utami (2016)

The use of supplementary materials has many benefits in learning. Among them are presenting learning experiences by making variations in learning activities, presenting learning efficiency, and increasing student motivation to participate in the learning activity.

The disadvantages of using supplementary materials

Apart from the many advantages of the supplementary material used as additional material, there are also disadvantages. The material is sometimes scanty. According to Spratt, Pulverness, & Williams (2012), some of the disadvantages of supplementary material, such as the language provided in supplementary material, are: 1) the language is sometimes too simple and not challenging, 2) the material could not be related to the material in the textbook; it does not follow the learning objectives, 3) sometimes the teacher has difficulty choosing the suitable material, 4) it does not provide sufficient understanding for students, 5) the facilities in the class are not supported, 6) the language used may not be appropriate with students age, 7) the exercises in the workbooks are displayed repeatedly. 8) Technology or internet-based supplementary material could make it difficult for teachers to control students, or it could be that the teacher cannot provide feedback to the students, 9) sometimes materials such as games are not appropriate for the age of the students.

Supplementary materials can be an option for teachers to use in teaching and learning. However, the teacher must also consider the disadvantages of the supplementary materials used so that using them in learning becomes more optimal and not vice versa; learning becomes less effective.

METHOD

This research used qualitative descriptive methods to provide comprehensive-textual descriptions of the use of supplementary material by the English teacher in the eleventh grade at SMAN 4 Banjarmasin. Kumar (2019) stated that in qualitative research, the main point is to identify, describe, investigate, discover, and clarify people's circumstances, emotions, expectations, behaviours, values, beliefs, and experiences. The research subjects are “teacher 1” and “teacher 2”, English teachers in grade 11 of SMAN 4 Banjarmasin and have experienced teaching using supplementary materials in the classroom. Data in this research was gathered through observations, interviews, and documentation by the researchers. The researcher used an observation sheet containing several table lists and descriptions of the use of English supplementary material in the classroom will gather detailed information about the type of supplementary material and the implementation as the primary instrument. The other instrument that the researcher used was Interviews conducted with the English teacher after the observation process is finished. Additionally, the researcher used documentation in the form of video recordings to gain the validity of the data collected during the observation and interview.

FINDING

The research finding showed that there are three types of supplementary material by the eleventh-grade English senior high school in SMAN 4 Banjarmasin, namely printed, visual, and Internet-based forms.

Here is the table of the use of supplementary material by the teachers during the observation in the classroom:

Table 2. The use of supplementary material during the observation

Type of Supplementary Material	Source	The use of supplementary material	Code	
			Teacher 1	Teacher 2
Printed	workbooks	While-activity		T2M2WHISM1
Visual				
Audio				
Audio-Visual				
Internet-based	Selected internet material	While-activity	T1M1WHISM5 T1M3WHISM5	T2M1WHISM5 T2M2WHISM5 T2M3WHISM5

Printed supplementary materials

The type of supplementary printed material used by the teachers is sourced from workbooks.

Workbook

The workbook used by the teacher is entitled A Guide to Learning and Practicing English for SMA/MA grade 11 from the publisher Aspiration. Used by the teacher in conveying material about "suggestion". Before using and selecting this workbook as supplementary material, teacher 2 stated that she carefully considered the material referring to the criteria for selecting materials before being applied in class. The criteria applied, such as the relevance of the material to the learning topic and its use by students, as well as the availability of the material because it is facilitated by the cooperative, making it easier for students to buy workbooks.

Teacher 2 used the workbook as a source of material in the while-activity at the second meeting. Here the teacher took examples from expressions of suggestion found in the workbooks, wrote them on the blackboard, and then explained them to the students. After that, the teacher taught the students how to pronounce it using the drilling method, and they followed what the teacher said. Teacher 2 argued that the material from the workbooks only presents the essence of a discussion topic, making it easier for students to understand the lesson. The use of the workbook by teacher 2 with a while-activity as supplementary material is found in the T2M2WHISM1 code.

Internet-based supplementary materials

For the type of internet-based supplementary material used by the teacher, come from selected material in the form of expressions and dialogues which taken from internet sources, then loaded into the power point displayed through a projector and used during while-activity.

Selected Internet Material

The two teachers used material from the internet when the observations were carried out: material about "suggestion and offer," which was sourced from the internet and displayed through PowerPoint.

Teacher 1 used the internet-based supplementary material in the first and third meetings. Teacher 1 chose this material because it has explicit content, follows the syllabus, and has an easy vocabulary so students can easily understand it. In addition, this material has a hyperlink to make it easier for teachers to use. It can be concluded that teacher 1 considered the material's selection criteria in the form of relevance, usability, suitability, and practicality.

In the first meeting, during the while-activity, teacher 1 used supplementary internet-based materials in the form of expressions and dialogues about "suggestions and offering" sourced from the link <https://slideplayer.info/slide/17089207/>, displayed through PowerPoint and by using a media projector. Here, the teacher first explained the objectives and scope of the learning materials. The teacher showed and explained examples of expressions used in the topic "suggestions and offers" and how to accept and reject them with the drilling technique. Through the PowerPoints, The teacher also showed a gap dialogue taken from the internet, and the students were asked to match the sentences into a complete dialogue with the teacher's guidance. Moreover, this was also done by teacher 1 at the third meeting. Teacher 1 argued that the reason for using suggestions and offers of material from the internet is that the material in the form of a power point is complete and clear. Besides that, it is also visually attractive and has good slides, and is accompanied by hyperlinks so that it is easy to use and has vocabulary easy for students to understand.

The use of expression and dialogue, displayed through PowerPoint by teacher 1 in the while-activity as selected internet-based supplementary material in the first and third meetings, is contained in the codes T1M1WHISM5 and T1M3WHISM5.

Unlike Teacher 1, which used examples of expressions and dialogue about topics, Teacher 2 only focused on using examples of expressions as selected internet-based supplementary material.

Teacher 2 stated that she carefully considered the material when selecting supplementary internet material in the form of expressions and dialogues with the topic "suggestion and offer." Referring to the criteria for selecting materials before being used in class, such as the relevance of the material to the learning topic because it covers and summarizes the material in books and workbooks, usability, and practicality, the teacher believes that this material has complete content to make it easier to present in the learning process in the classroom.

For its use, teacher 2 used PowerPoint as the media to display the material in the form of expressions about "suggestions" and how to receive them, which were taken from link <http://sman1imogiri.sch.id/html/guru.php?id=materi&kode=B.%20Inggris>, explained to students using the drilling method. The teacher then asked the students to create a dialogue with their tablemates using the example of the displayed expression, and the students then performed it in front of the class. The use of selected internet-based supplementary material in the form of expression displayed through PowerPoint by teacher 2 in the first, second, and third meetings is found in the code T2M1WHISM5, T2M2WHISM5, and T2M3WHISM5.

Teacher 2 stated that she carefully considered the material when selecting supplementary internet material in the form of expressions and dialogues with the topic "suggestion and offer," Referring to the criteria for selecting materials before being used in class, such as the relevance of the material to the learning topic because it covers and summarizes the material in books and workbooks; usability and practicality criteria because the teacher pays attention to the ease of use of the material in the classroom; the teacher believes that this material has complete content to make it easier to present it in the learning process in the classroom.

YouTube

In addition, the teacher also stated that they often used internet-based supplementary materials as examples, such as YouTube. Teacher 1 often used material from YouTube as an example of playing songs from YouTube in English so that making students learn to sing in English and students are more motivated to learn.

Teacher 2 believes that using internet-based material from YouTube while teaching in class is very useful because it has an attractive visual, which unofficially increases their vocabulary and deep understanding of the material.

DISCUSSION

Based on the findings, there are two types of supplementary material used by the teacher while observations were held, there are printed and internet-based supplementary material.

Printed supplementary materials, in the form of workbooks, were used by English teachers at SMAN 4 Banjarmasin. Teacher 2 used the workbook in a while-activity as a substitute for a textbook; here, the teacher argued that the material from the workbooks only present the essence of a discussion topic so that it will make it easier for students to understand.

It can be analyzed that the use of printed supplementary material in the form of workbooks by the teacher makes it easier for students to understand learning because the material in the workbooks only presents the core material of a topic, and this is in line with

Utami, Aminatun, & Fatriana (2020), who stated that the use of the workbooks as supplementary material whose content can be discussed in class with the teacher or classmates, the summary and practice contained in the workbook also makes them learn effectively and efficiently.

Besides the printed supplementary material, the teachers also used internet-based supplementary material. The teacher used selected material in the form of expressions and dialogues, which were taken from internet sources, then loaded into the power point displayed through a projector and used during the while-activity. Teacher 1 argued that choosing suggestions and offering material from the internet in the form of PowerPoints was a good idea because the material presented was complete and clear. It was also attractive in terms of appearance and had good slides and easy-to-understand vocabulary so that students would be interested in the visual appearance and easily understand. In addition, teacher 2 argues that this material makes it easier for teachers to teach because this material already covers and summarized the material in textbooks and worksheets.

It can be analyzed through the use of internet-based supplementary in the form of "suggestion and offer" and displayed through PowerPoint sources from the Internet. Besides that, it also stimulates visually so that students will be interested and learning will be more interactive and effective. That conclusion is in line with Widyastuti (2017), who stated the use of the Internet as a source of material is very often because of its beneficial function. Most students use it, and for teachers, it is more accessible access to an unlimited number of different types of material, constantly updated, more visually stimulating, and interactive, promoting a more active approach to reading rather than a passive one.

In addition to using selected supplementary materials from the internet, teachers also use materials sourced from YouTube. Teacher 1 often used material from YouTube for playing songs in English, with the use of YouTube as an effort to improve the quality of learning. Teacher 1 stated that using students is more motivating; in addition, Teacher 2 used YouTube as a source of the material. Teacher 2 stated that using internet-based material from YouTube while teaching in class is very useful because it has attractive visuals and, with existing content unofficially, can increase students' vocabulary and deepen their understanding of the material.

It can be underlined that the use of YouTube as supplementary material with an internet-based type is basically because of its attractive visuals. Besides being able to make students interested and enthusiastic in learning, it can also increase students' understanding, which is in line with Berk (2009) stated that using YouTube videos to supplement students' learning can lead to potential learning outcomes such as increasing comprehension, stimulating thought, and encouraging students.

CONCLUSION

The supplementary materials used by English teachers to teach eleventh graders at SMAN 4 Banjarmasin are generally printed, and internet-based supplementary materials. Printed supplementary materials in the form of workbooks. Meanwhile, supplementary internet-based materials in the form of selected internet-based material and YouTube video. It is suggested that teachers consider the criteria for selecting teaching-learning material before implementing the supplementary material in the classroom. It is also recommended for further research focus more on how students respond to the implementation of supplementary materials by the English teacher in the classroom.

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