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Submission date: 24-Nov-2019 02:37PM (UTC+0700)

Submission ID: 1220423385

File name: Diani_Nurhajati_Widiarini_Extended_abstract_BICOLE_11.docx (19.07K)

Word count: 831

Character count: 4665

Utilizing Technology to Provide English Supplementary Materials

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2 Introduction

Ministry of education and culture of Indonesia has recently published the new curriculum namely the 2013 curriculum. In order to succeed the implementation of curriculum, the ministry of education and culture has provided course book for students and guidance book for teacher to all subjects, including English subject. The government expects that these books can facilitate learning for all students in Indonesia. Hence, the existing books are designed based on minimum competence that should be acquired by all students in certain level of education. Unfortunately, the available materials this book for English subject in Junior high school is too simple for students who have been familiar with English (Nurhajati & Widiarini, 2015). In order to solve this problem, Ministry of Education and Culture (2014: iii) suggested that for any school which has taught English since the late of elementary school level, the material which available in the book need to be broaden with additional material which appropriate with the student competence. Therefore, the learning structure should be based on the model of the available book. It implies that teachers are allowed to enrich the material based on students' ability. The available material can be modified with varied activities that give a lot of learning experiences for students in learning English.

In fact, some teachers may have difficulties to modify and add materials or even they also have difficulties to find out the appropriate materials for their students. Furthermore, the modification and additional materials throughout this paper are considered as supplementary materials. It is similar what McGrath (2002: 80) stated about supplementary material. He coined supplementary materials as materials taken from another source or any other material that is designed for learning purposes.

In this era, teachers are able to find array of materials in many sources. Along with the development of technology, internet which provides learning materials can be accessed easily. Unfortunately, there are some teachers are not familiar with the use of internet, so this paper discusses about how to use www (world wide web) especially to provide additional materials, and the procedures to provide supplementary materials.

As there are many potentially useful website, the next step is to evaluate how useful and appropriate they are for the classroom. Dudeney and Hockly (2007) propose various considerations to select useful websites. The first is accuracy. It deals with who wrote the page and if the page content is reliable and factually correct. The second is currency which concerns on the content is up to date. The third is content. Content covers whether the site is interesting and stimulating, attractive and easy to navigate. The last is functionality. This part is very important because it deals with whether it is work well or not and can be implemented in the classroom or not.

After evaluating the potentially useful website, the next step is the procedure how to provide supplementary materials. The first step is the teachers should analyse the content of existing book. In order to evaluate an existing course book needs a systematic approach as listed below:

- Does the course book suit the environment in which it will be used?
- Does the course book meet the needs of the learners?
- Does the course book apply sensible principles of teaching and learning?
- Do the goals of the course book suit the proficiency level of the learners and reflect sensible selection and sequencing principles?
- Is the course book interesting and does it use effective techniques?

- Does the course book include tests and ways of monitoring progress?

(Nation and Macalister, 2010: 165)

The second step is analysing the students' needs including students' interest and ability. The last step is providing supplementary materials. there are various activities can be taken to provide supplementary materials such as (a) add activities to those already suggested; (b) leave out activities that do not meet students' need; (3) replace or adapt activities material; and (4) change organizational structure of the activities. Dealing with the use of technology to provide supplementary material, technology is that internet can be used to add and replace the existing material can be gained by accessing www. Furthermore, the materials taken should be appropriate with teaching objectives and the students' needs.

Conclusion

Along with the development of technology and the easy access of internet, English teacher can gain arrays of materials by using www. In addition, some consideration and procedures should be taken before implemented the materials in the classroom.

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