

CHAPTER I

INTRODUCTION

1.1 Background of Study

The existence of teaching materials in the learning process was one of the important things. Because of its existence, it would greatly assist the learning process. One kind of teaching material that could be used and that could help the learning process was a handout. Laela & Rinaningsih (2021) mentioned that a handout was one kind of teaching material that was very succinct and provided by teachers for helping students in following learning activities. It could be inferred that a handout could be regarded as a learning tool that could be used to assist in the learning process.

According to Hendriana et al., (2019), a handout was one type of teaching material that could be used in the teaching and learning process besides a book, module, and student worksheet. A handout could also be used in teaching and learning English. A handout could be used with one of the teaching methods, such as the guided inquiry method in teaching and learning English (Refita, 2017). The average score of students in one class improved after using the handout by implementing the guided inquiry method. It could be concluded that handouts could be used as another alternative teaching material in the teaching and learning process and also for teaching and learning English, which could be implemented by the teaching method and could increase the students' learning outcomes in English subjects.

Based on Mulyah & Fernando (2019), the provision of handout material has been shown to have a positive impact on the introduction of English to students. Cahyati (2015) mentioned that giving handouts to students would make the students motivated to read them because the handout was arranged in such a way with attractive illustrations, in easy-to-understand language, and had good legibility to improve students' understanding. Handouts could be served as substitute for handbooks for students (Mawarni et al., 2015). It could be concluded that the teaching material in the form of a handout could function properly and could provide a certain contribution for the students during the learning.

Based on the preliminary data source that has already been obtained from an unstructured interview with an English teacher at SMP Negeri 6 Tanjungpinang who teaches the English subjects in eighth grade, she said that during the learning process, she has already created and used an English language teaching material in the form of a handout for the eighth grade students, who were in the VIII.4 class. She also said that the handout used during the online learning process. When she showed the handout, the researcher found that the handout used to teach one topic of material that was about functional text (greeting card). The handout was called as *Lembar Kegiatan Peserta Didik* (LKPD) which only consisted of a column for student identity and for mentioning the topic of material being taught, the learning objectives, and several activities or exercises which related to the topic of material being taught.

Based on the statements above, it found that the handout that has been created, it categorized as the student worksheet. Because, in the first part of the

handout was clearly called as *Lembar Kegiatan Peserta Didik* (LKPD) which also known as student worksheet. Moreover, in a handout also contained the learning materials of the material topic to be addressed during a lesson which were presented briefly so that students were psychologically prepared and informed of what the materials that would be taught to them before they did some exercises (Muhammad, 2021). It could be inferred that there was a misperception towards the form of English language teaching material which presented in a handout for the eighth grade students. It has not been properly created as a form of English language teaching material which different to the other teaching materials.

Based on the issue above, the researcher was interested in developing a new handout as an English material in the form of a student handout for grade eight with the research title "Developing A Student Handout of English Material for Grade Eight". The student handout was assumed to be developed as a valid and practical English material to be used during the learning process. In addition, this student handout developed with a novelty aspect which was different from some of the handouts that have been developed by several previous studies, where the handouts developed were usually in printed form without the addition of digital features. Meanwhile, the handout that has developed in this study could be presented both in printed and digital form. It was equipped with digital features that could be accessed easily through technological devices, so the learning process would become more varied.

1.2 Research Question

The research question in this study could be formulated as follows:

1. How is the student handout of English material for grade eight developed?
2. How are the validity and practicality of the student handout of English material for grade eight?

1.3 Purpose of Study

The purpose of this study could be formulated as follows:

1. To develop a student handout of English material for grade eight.
2. To know the validity and practicality of a student handout of English material for grade eight.

1.4 Specification of Product

The student handout which was as the product in this study has specific specifications as follows:

1. The initial design of the product was presented in the form of a PDF file.
2. There were some components in the student handout:
 - a. Cover
 - b. Learning objectives
 - c. The list of contents from the student handout, which consisted of some subheadings (the names of each stage), included examples like: *let's think, let's give it a shoot, have more challenge, etc.*
 - d. Game or interesting activity
 - e. Materials and exercises
 - f. Supporting components, including pictures, QR codes which could redirect to audio and video, and then motivation, quote, or fun facts

about the learning topic. These supporting components were combined with other components above or as complement in presenting or designing the other components above in the student handout.

3. The QR code could be accessed through QR Scanner Application.
4. The student handout could be used by students again to re-learn the material that has been taught.

1.5 Significance of Study

In this study, the researcher tried to develop a student handout as an English material for grade eight, then to know the validity and practicality of it. The result of this study was expected to make some contributions as follows:

1. Theoretical Significance

★ The theoretical significance of this study was expected to give additional insights dealing with the development of a valid and practical English material in the form of a student handout for grade eight.

2. Practical Significance

The practical significance of this study was expected to make some contributions to students, teachers, and other researchers. First, for students. The result of this study was expected to give some benefits for students, especially students who are in the eighth grade. It was expected could make them feel helped while studying the English subject with the existence of the English material in the form of a student handout during the learning process.

Second, for teachers. The result of this study was expected to be useful for teachers, especially the English teachers who teach in the eighth grade. They could provide the student handout to their students as English material which to be taught to them during the learning process. Last, for other researchers. It could be utilized by other researchers as a source of extra information when conducting a future study on the same subject.

1.6 Assumption and Limitation

The assumption from the development of the English material in the form of a student handout was it developed as a valid and practical English material to be used during the learning process. The limitation in this study was the development of a student handout as an English material for one English topic of material taught in eighth grade that was about functional text (greeting card) for one meeting. Because of the handout that has been created and used only for the eighth grade students in the VIII.4 class, therefore the research and development in this study was limited to the eighth grade students, who were in the VIII.4 class at SMP Negeri 6 Tanjungpinang.

1.7 Definition of Key Terms

Refinements in many essential concepts are required to avoid misunderstandings. They are as follows:

1. English Material

English material is material or learning material for the English subject that English teachers teach to students and it learn by students during

the learning process. The English material in this study is developed in the form of a student handout. The English material in this study is for teaching and learning one topic in the eighth grade of the odd semester, which is about functional text (greeting card).

2. Handout

A handout is one form of attractive and flexible teaching material, which can be in the form of printed and digital. Handout is generally in the form of certain sheets containing the material to be taught along with the exercises. This handout can also contain some pictures, can access the audio, video, etc. Then, can also be developed with a creative and attractive appearance. In this study, the handout contains the English learning material about functional text (greeting card).

3. Functional Text

Functional text is one kind of text in English that contains information, such as warnings, invitations, etc. It can also be defined as a text that gives information about something in everyday life. Functional text has several kinds. The kind of functional text that is used as the English material that is to be presented in the student handout is about greeting card.