
Developing a Supplementary English Grammar Material Using Grammar-Translation Method for Higher Students

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Abstract

This research is aimed to develop a supplementary English grammar material for D intensive students at INKAFA Gresik. The researcher used Educational Research and Development, and the procedures are: (1) Need analysis. (2) Planning. (3) Developing material. (4) Evaluating Material. (5) Try-out, the product was tried out to the students. (6) Revising. (7) Final Product. The product consisted of nine chapters. Every chapter consists of three stages; they are Warming-up, lesson proper, and evaluation. The second stage (experience appropriate) consists of three sub-stage. Those three sub-stages are grammar area, vocabularies area, and reading area. The result of expert validation of the book from the expert showed that the product was categorized as useful. Thus, it can be concluded that the outcome of this research has been appropriated for D intensive students

Keywords: Grammar-Translation Method, Supplementary Materials, D Intensive Students.

I. INTRODUCTION

The English language has been the common language of the world for decades (Mahu, 2012). The global era makes English very significant in terms of communication among countries in the world (Elmayantie, 2015). Beside it, English is used nearly 85% of the reference book in science, English also plays an important role in the field of education. For example, many kinds of textbooks, journals, and other materials of knowledge and science have been published in this language.

Mastering English is important for everyone to face this global era (Aziz & Dewi, 2019a). Mastering English also gives many advantages to people. As stated by Bialystok and Hakuta that knowledge of more than one language makes us more sensitive to linguistic, social, cognitive, and communicative elements that might not be aware of otherwise (Stein-Smith, 2017). Kathleen also stated that knowledge and use of other languages had been linked to personal benefits such as the ability to enjoy literature and film in the original language, to enjoy travel and the other.

In Indonesia, to prepare its people facing the impacts of the global era, the English subject is taught from elementary school level up to the university level. But it is unlike in its neighboring countries –such as Singapore, Hongkong, and Malaysia, where English is widely spoken as a second

language- English in Indonesia is more likely to taught and learned only as a foreign language (Sulistiyo, 2016). It means that English is taught only in the class, not a second language that is spoken in daily activities. But, teaching and learning in Indonesia have not well enough. As stated by Kirkpatrick, that teaching English in Indonesian schools and colleges has been less than satisfactory during the last few decades. And Lie reported a sense of ‘failure’ in TEFL in Indonesia. She stated that, although English is taught and used as a foreign language in Indonesia. There have been many years of English instruction in formal schooling; the outcomes are unsatisfactory (Aziz & Dewi, 2019a).

According to Sulistiyo, one of the factors that may influence the success of EFL teaching in Indonesia is teaching focus. And we will get the teaching focus in the lesson plan. The lesson plan is a written description for this process, where the materials, the method, the time and place of education as well as methods for evaluating the students are described in detail (Jamali Nasari & Heidari, 2014). It means that the success of the teaching and learning process depends on the lesson plan. Beside it, Coppola also stated that the Lesson plan is the main foundation of institutional structure, and it is the core of education. And teaching focus of English at the university level for non-English department students is on reading

skills. So, the emphasis on teaching is on English grammar and vocabulary.

In mastering grammar skills, many students feel difficult and confuse, so they are not motivated to learn, and they do not get the target language (Aziz & Dewi, 2019b). Hence the target language is so important; consequently, a teacher should teach the students by using a method that can be used to achieve the target (Prastyo, 2015). Not only that, but it also needs good supplementary material to support the learning process and to support the students' understanding. McGrath stated that supplementary materials have some advantages because they are not bound by the curriculum, and they can complete the existing teaching materials to supplement the coursebook (Andina, 2016).

D grade of intensive class at INKAFA, the teaching focus is on reading skills that the emphasis of teaching is on grammar and vocabulary. Usually, the students use the handbook of reading. That book is not only about the text, but it also includes vocabulary material and grammar material. Grammar is also important because it can help the students to organize and build the meaning of the sentence. Usually, at first, the teacher tells the students to read the text and to translate it. Then, the students are explained the grammar material that related to the text. So the grammar is implicated in the text.

Based on the researcher's observation in the class, some indications show low motivation and interesting to learn the grammar. It may be caused by the method, and the book that is used is monotone and boring, and the material that is included by the students' handbook is so little. It is not clear enough and difficult to be understood. So, the students can not get the learning and teaching target.

The Grammar-Translation method is one of the most effective methods that focusing on reading and translating the sentences, which demonstrates grammatical rules to acquire English as a second language (Aqel, 2013). The purpose of this method is to build learners to be able to read literature written in the target language by learning about the grammar rules and vocabulary of the target language.

So, it needs to develop supplementary English grammar material for PBA intensive students based on a suitable method. In developing supplementary grammar material, the Grammar Translation Method is a good and suitable method to be an instructional method in solving the problem. Because as stated by Larsen-Freeman, the purpose of the grammar-translation method was to help students read and understand foreign language literature (Mart, 2013)". The research problem is how to develop a supplementary English grammar material based on a book under the title Reading for

Islamic Studies for students of D intensive class at INKAFA Gresik. The objective of the development is to develop supplementary English grammar material using the grammar-translation method for students of d intensive class of INKAFA Gresik. This material expected to make the students to be easier in understanding grammar material and to help them in the teaching and learning process until the outcome of it is as be hoped.

II. LITERATURE REVIEW

A. Understanding Supplementary Materials

Supplementary materials refer to materials taken to another source or any other material that is designed for learning purposes (Aziz, 2019). Supplementary materials also are anything that the teacher used to facilitate language learners (Green & LaDuke, 2009). Supplementary is some materials taken to another source to help the students in their understanding. And supplementary material usually is used in material development. Material development is whatever that is done to provide input; it is done so the principled ways related to language can be effectively (Tomlinson, 2011). It might write textbooks, tell stories, and the other.

He explains that there are many principles of second language acquisition relevant to the development of materials for the teaching of language. 1). Materials should achieve impact, 2). Materials should help learners; 3). Materials should help learners to

develop confidence. 4). What is taught should be perceived by learners as relevant and useful, 5). Materials should require and facilitate learner self-investment, etc. It means that material is not only information, but it has principles that have to be achieved to be good material.

B. Understanding of Teaching Grammar

Grammar is one of the significant factors for learning English (Rahman, 2012). Most English learners study grammar in their English subjects. teaching grammar in context positively affects learners' competence to use grammatical structures accurately in language skills. It is useful for learners to see how language works in sentences or paragraphs. Grammar is the formal study of the structure of a language and describes how words fit together in meaningful construction. Harmer also defines that Grammar is a description of how words can change and combined into sentences in that language (Harmer, 2007).

It defines that grammar is a study about the structure of words in the sentence. grammar is essential to be taught because it affects students' performance in all four skills –listening, speaking, reading, and writing. students are expected to comprehend written or spoken English; they must know the system rule grammar of a target since grammar is a tool for making meaning.

Statements above clear enough for us to show the importance of learning grammar

because grammar is basic to learn the language. Someone will not get the target to learn a language without learning grammar. How can someone use the language, and they do not know the structure of it? How can someone conduct the meaning by using language, and he/she does not see the form should be using?

C. Grammar-Translation Method

Grammar Translation method that is also well-known by GTM is very traditional. GTM is one of the most effective ways that are focusing on reading and translating the sentences which demonstrate grammatical rules to acquire English as a second language (Aqel, 2013). It was first introduced in Germany, especially in Prussia. Hence it was also called the Prussian method. It also was named the traditional way since it was first used in the teaching of the conventional language. GTM was the earliest language teaching method to be formalized and dominated language teaching from the 1840s to the 1880s (Mwanza, 2017).

GTM is a language teaching method that built learners to be able to read literature written in the language target. It provides students with good mental exercise, which helps develop the students. GTM is a way of studying language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language. Therefore GTM is to make language learning more comfortable

and the central feature is the replacement of traditional documents by exemplary sentences. On the other hand, it also proposes the target language to be able to read literature written in the target language.

The principal characteristics of the Grammar-translation method are:

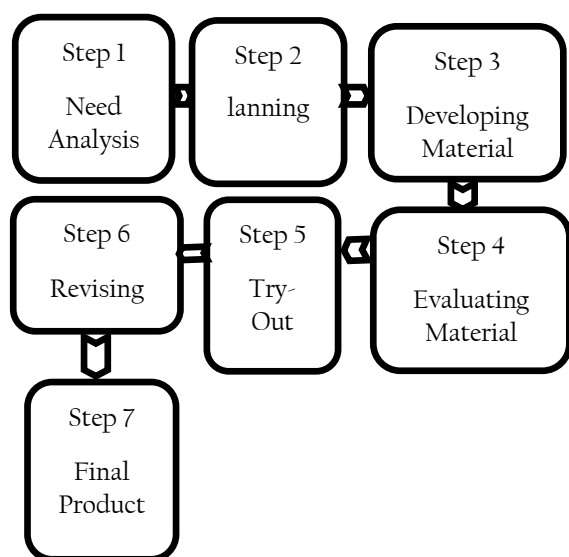
- a. The goal is to learn a language to read the literature's intellectual development that results from foreign language study.
- b. Reading and writing are the primary focus; little or no systematic attention is paid to speaking or listening.
- c. Vocabulary selection based solely on the reading text used.
- d. The sentence is the fundamental unit of teaching and language practice.
- e. Accuracy is emphasized.
- f. Grammar is taught deductively –that is, by presentation and study of grammar rules, which are then practiced through translation exercises.
- g. The students; native language is the medium of instruction. It explains new items and to enable comparison to be made between the foreign language and the students' native language.

III. METHOD

This research used Educational Research and Development design (R&D). R&D is a research design aimed at developing educational products, like curriculum, syllabus, textbooks,

instructional media, modules, assessment instruments, etc.

The process of this research refers to the system that proposed based on (Latief, 2010). However, the order has been adopted by the researcher to meet the condition of the research.



1. Need Analysis

The first step that has to be done by the researcher needs analysis. The purpose of the needs analysis is to gather information about learners' needs and learning needs. The data were analyzed as the basis for developing English learning materials for the PBA intensive class of INKAFA. Based on the surveys, the researcher can conclude that students need supplementary English grammar material. They need a book that includes more articles, more examples, and more exercises about grammar. They also need a book that can make them interested in learning grammar. So, the researcher wants to use the grammar-translation method in developing English grammar

material. Because according to the researcher, it suits the students' needs in their learning.

Beside it, the researcher also gives the interview to the teacher. The interview questions for the teacher include some aspects, and they are the goal, wants, input, materials, lacks, and necessities. This interview is given to the teacher to analyze the target needs of the students and to get as much information and suggestion as needed in developing supplementary English grammar material. Based on the interview, the researcher can get information that it needs to establish supplementary English grammar material to solve the problem of the learning-teaching process. Another result of the interview also said that the grammar-translation method could be a method in solving the problem and suitable for the needs.

2. Planning

In this stage, the course grid or the syllabus was developed based on the students' needs analysis questionnaire. There were seven components in the course grid that were taken from Hutchinson and Waters. Those were unit, basic competence, indicators, learning materials, learning activities, time allocation, and teaching kits. The goal of it is to be a guideline in developing the content.

3. Developing Material

The next step is developing material. By this step, the content is developed based on the syllabus that was made before. Beside it, the supplementary English grammar material using the grammar-translation method is developed based on the students' needs and interest in learning English. There were nine chapters to be developed. In every section, there are for about three stages, and it consists of 6 tasks. The design of the part is shown in the table below:

Chapter...
Introduction of the Chapter
Indicator
A. Warming-up
B. Lesson proper
➤ Grammar Area
• Grammar material
• Analysis examples
➤ Vocabulary Area
• Read aloud
• Find Indonesian
• Vocabulary practice
• Exercise
➤ Reading Area
• Read the text
• Translate the text
• Exercise
C. Evaluation

Table 1: The Outline of Contents of the Students' Book

4. Evaluating Material

The materials were reviewed by an expert to assess the appropriateness of the materials. Their process of assessment uses expert judgment questionnaire. There is two expert validation, and they are expert of content and expert of design. This evaluating material is to get the quality of content and

design until the product is good enough to be implicated to the students. And after getting it, the product is revised based on the result of expert validation.

5. Try-Out

When the product has been reviewed according to the experts, the product is tried out. The product is tried out in the class and then revised based on the result of the try-out. By this step, the researcher also gives the second questionnaire about students' views of the product. All of these are to get more feedbacks for product revision.

6. Revising

Then, the next step is reviewing. The result of try-out was analyzed and then used as the basis to rewrite the final draft of the materials. These revisions were based on the analysis of students' opinions about the product.

7. Final Product

After considering the material appropriate English learning materials for the class, the last step is publishing the final product. The product must be a set of educational products that are ready to support classroom instruction. It must be suitable for students' needs and the syllabus.

IV. RESULT

1. The Result of First Questionnaire

Question number 1 was aimed to find information about students' background knowledge. And the result showed that most

students have been learning English since elementary school. From this, we can conclude that English is familiar enough for them since their childhood. The questions were aimed to know the students' opinions about learning English. The result showed that most of the students advise that learning English is exciting and they like it. But on the other hand, some students also said that English is not impressive and they dislike it. It means not all students feel English is remarkable. From this, the researcher feels that it needs to make them interested in English. The way is by adding interesting material and learning processes according to their want.

2. Target Needs

Target needs to cover several essential distinctions, which include necessities, lacks, and wants. The questions were aimed to know students' need for learning grammar and their need for supplementary material. Most of them said that they need to learn grammar. They also really need a supplementary English grammar material to be their handbook in learning grammar. Based on the result, the researcher felt that it is need to develop supplementary English grammar material. 59% of students found difficulties in implicating the grammar material in the example. So, the researcher decided to give some exercise in the developed material in the order they can involve it. Beside it, the produced equipment is also completed by texts until the students

can involve the grammar in the version for their better achievement in their reading skills.

3. Learning Needs

The question was aimed to know students' opinions about their previous material. 59% of students said that the material topic is interesting enough for them. It helped the researcher in choosing the reference for the developed materials book's theme. The questions are to know students' previous knowledge. It is essential to develop the students' understanding. The result said that most students feel that the material used in the class can enhance and can provide their experience. By seeing that, the researcher can conclude that students need the more appropriate equipment to improve their understanding.

4. Procedure

Based on the result of the question above, 53 % of students want to have learning grammar activity of practicing a formula that has been taught. Then, the researcher developed a supplementary English grammar material completed by related exercises and texts to be a media in practicing the grammar formula.

5. Setting

The question was aimed to know students' favorite class arrangements in doing the task. The result said most of them prefer to do the text in a small group. And another said that they prefer to do the

version individually. So, the researcher developed the English grammar material based on GTM. Cause, this method can give that two ways of doing tasks.

6. Teacher's Role

From the result of the question, it can be concluded that the role of the teacher, according to students, is giving more examples and explanations. By giving more examples, students can be more comfortable in understanding the material. By seeing the result, the researcher decided to develop supplementary grammar material with a lot of examples and explanations. The question was to know the teacher's role as the problem solver for the students in the learning process. But the fact that showed by the result said that 70% of students would solve their problem by asking their friends. It showed that the students more convinced of their friends than the teacher.

7. Students' Role

The question is now the students' role in the class. In the teaching and learning process, the students were asked to involve in activity learning. Based on the result, we can conclude that most of the students will discuss the problem together with their friends.

8. The Result of the Interview

The interview guideline developed for the English lecturer of D intensive class was designed after designing a need analysis for the students. There ten questions for the

lecturer. The questions aimed to get information about the teaching technique, the source of the materials, and the teachers' opinion about the Grammar-Translation Method.

What do you think about English teaching and learning for non-English students in University?

English teaching and learning is so important in university, although it is for non-English students.

What material that you give to students in the class?

I give grammar material to them. It is so important especially for them who are non-English students. Cause, most of them is beginner in learning English.

Remembering they are non-English students, what ability they would like to gain?

They would lie to gain reading skill. It is important for them to get more information for their academic. Remembering most of text, references, and news in this era are by English Language.

what difficulty that you face in the class?

most of students can't practice the materials that have been taught before.

what media that used in the class?

I used the book entitled Reading for Islamic Studies.

beside the used book, it is necessary to give a supplementary material?

yes, it is so necessary. Because the material included in the book is unclear.

What do you think about a supplementary English grammar material based on Grammar-Translation Method?

I think it is a good idea. Good, because it can help the students in learning grammar material and practice it to the text. Remembering that is the goal of teaching learning English for non-English students in University.

From the script above, it can be concluded that the students need supplementary English grammar material. It caused the book used in the class before it was not available yet. The supplementary grammar material is based on the Grammar-Translation Method. It will help them to understand the grammar material and practice it to the text. So, they can

comprehend the text well, remembering that reading is a goal of learning English for non-English students in the university.

9. Planning

After doing need analysis of students, the next step for the researcher is planning the developing material. The developed material is written based on the result of the need analysis and the result of the interview. The supplementary English grammar material book consisted of nine chapters. The development of this book is based on the Grammar-Translation Method. Each of the chapters has different topics. Those were *'Prophet Muhammad,' 'Allah the God,' 'Allah Knows everything,' Faith,' 'The Quran,' 'Books of Allah,' 'The Angels,' 'Life after Death,* and the last is *'An Approach to Study Religion.'*

The objectives of the lessons were to make the students able to comprehend grammar well and to comprehend English text well. After deciding the objective of lessons, then the indicators were listed in detail in every chapter. Besides consisted of nine chapters, the book has three stages in every chapter. The first stage is warming-up; this is to know students' background knowledge about grammar. The second stage is the lesson proper. This stage consists of three substages, and they are the Grammar Area, vocabulary area, and reading area. In the first substage, grammar explanation was given. The second sub-stage is about giving a list of vocabularies that related to the text.

And the last sub-stage, namely Reading Area, is about where the students can implicate the grammar to translate and comprehend the text. The third stage is the evaluation that evaluates students' understanding of the material

V. DISCUSSION

The description of the developing supplementary grammar material based on the grammar-translation method:

A. Development

1. Chapter I "Prophet Muhammad"

This chapter consists of 12 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is, namely, lesson proper. It consists of three sub-stages. The first is the grammar area. It consists of four activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercised. The next sub-stage is the vocabularies area that consists of two activities. The activities are about memorizing vocabulary and making an example. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given

text. The second and last activity is exercised. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

2. Chapter II “Allah the God”

This chapter consists of 12 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is, namely, lesson proper. It consists of three sub-stage. The first is the grammar area. It consists of four activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercised. The next sub-stage is the vocabularies area that consists of two activities. The activities are about memorizing vocabulary and making an example. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activity is exercised. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to

know students' understanding after learning.

3. Chapter III “Allah Knows Everything”

This chapter consists of 10 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is, namely, lesson proper. It consists of three sub-stages. The first is the grammar area. It consists of three activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercise. The next sub-stage is the vocabularies area that consists of an activity. The activity is about memorizing related vocabulary. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activity is exercised. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

4. Chapter IV “Faith”

This chapter consist of 11 activities. The activities are divided into three main stages. The first stage is called the warming-up. It

consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is the lesson proper. It consist of three sub-stage. The first is the grammar area. It consists of four activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercised. The next sub-stage is the vocabularies area that consists of one activity. The activity is about memorizing vocabulary and making an example. The third substage is the reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activities are exercises. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

5. Chapter V “The Quran”

This chapter consists of 11 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is the lesson proper. It consists of three sub-stages. The first is the grammar area. It consists of four activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercised. The next sub-stage is the vocabularies area that consists of one activity. The activity is about memorizing vocabulary and making an example. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activities are exercises. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

6. Chapter VI “Books of Allah”

This chapter consists of 10 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is, namely, lesson proper. It consists of three sub-stages. The first is the grammar area. It consists of three activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given

example of the material above. And then, the activity is exercise. The next sub-stage is the vocabularies area that consists of an activity. The activity is about memorizing related vocabulary. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activity is exercised. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

7. Chapter VII “The Angels”

This chapter consists of 11 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is the lesson proper. It consists of three sub-stages. The first is the grammar area. It consists of four activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercised. The next sub-stage is the vocabularies area that consists of one activity. The activity is about memorizing vocabulary and making an example. The third substage is a reading area that consists

of three activities. The first activity is reading and translating the given text. The second and last activities are exercises. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

8. Chapter VIII “Life after Death”

This chapter consists of 10 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is, namely, lesson proper. It consists of three sub-stage. The first is the grammar area. It consists of three activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercise. The next sub-stage is the vocabularies area that consists of an activity. The activity is about memorizing related vocabulary. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activities are exercises. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to

know students' understanding after learning.

9. Chapter IX “an Approach to Study Religion”

This chapter consists of 10 activities. The activities are divided into three main stages. The first stage is called the warming-up. It consists of two activities to stimulate the students' background knowledge. The activities in this unit are about studying the following example and then analyzing the sentences.

The second stage is, namely, lesson proper. It consists of three sub-stages. The first is the grammar area. It consists of three activities. The first activity is to study the explanation about the grammar material. The next activity is studying the given example of the material above. And then, the activity is exercise. The next sub-stage is the vocabularies area that consists of an activity. The activity is about memorizing related vocabulary. The third substage is a reading area that consists of three activities. The first activity is reading and translating the given text. The second and last activities are exercises. The final stage is the evaluation. It consists of one activity. It is about showing students' experiences in learning. It aimed to know students' understanding after learning.

B. Evaluating Material

After the materials were developed, the next step is evaluating material. The

developed materials were evaluated by an expert to assess the appropriateness of the materials. There are two aspects to evaluate. They are experts of content and expert of design. The expert judgment is by giving the question to the expert judgment. The result of the expert judgment is shown as follows:

Table 2 the Result of Developed Materials' Content Appropriateness Judgment

No	Component	Criteria	Grading		
			Good	Adequate	Poor
1	Organization of the material	<ul style="list-style-type: none"> ➤ The organization of the materials in the form of text and activities are appropriate 		✓	
2	Instructional objectives	<ul style="list-style-type: none"> ➤ The instructional objectives are clear ➤ The instructional are state appropriately ➤ The instructional objective is ordered appropriately 		✓	

3	Text	<ul style="list-style-type: none"> ➤ The text can develop the reading material ➤ The version can be exploited into communicative tasks ➤ The number of text in each unit is sufficient 		✓	
4	Vocabulary comprehension	<ul style="list-style-type: none"> ➤ The selection of vocabularies for the target learners ➤ The units cover sufficient activities related to the vocabulary used 		✓	
5	Grammar review	<ul style="list-style-type: none"> ➤ The grammar review is relevant to the text ➤ The grammar review is appropriate to the given context ➤ The grammar review gives 	✓		

		clear and proper examples			
6	Activities	<ul style="list-style-type: none"> ➤ The activities are appropriate to the given context ➤ The activities integrated knowledge and target language ➤ The activities can interestingly trigger the student's motivation 	✓		
7	Instruction	<ul style="list-style-type: none"> ➤ The content of the instruction is clear, understandable and appropriate 	✓		
8	Example	<ul style="list-style-type: none"> ➤ The example is clear and appropriate ➤ The concept can be easily 	✓		

		understood through the example used ➤ Reading text are good examples for understanding the concept			
9	Coverage	➤ The coverage of materials are relevant to the student's need and interest	✓		

The suggestion and comment from the expert are the books is good enough. But for the needs of academic purposes, it also needs to do a writing exercise. Cause, the works of academic people at university are reading and writing. Based on that, the researcher added the writing exercise for the students.

Table 3 The Result of Developed Material's Design Appropriateness Judgment

No	Component	Criteria	Grading		
			Good	Adequate	Poor
1.	Cover design	➤ The cover is interesting		✓	
			✓		

		➤ The typing is well-typed, neat, and regular ➤ The font is reliable in term of the choice and size			
2.	Spacing	➤ The spacing is appropriate and consistent	✓		
3.	Layout	➤ The layout is clear attractive	✓		

Based on the result, the design of the book is good enough. But there are some suggestions and comments from the expert. The expert said that it needs to revise the fonts of book opening, concludes introduction, preface, book map, direction, and table of contents. Based on the comment and suggestion, the researcher revises the fonts of its.

C. Try-out

The try-out was conducted on Sunday, 21st April 2019- Sunday, 5th May 2019. First, students are ordered to doing activities in warming-up. Then, grammar materials are given by the presentation of the teacher. Students can ask the teacher about the equipment that has not been understood. After studying the materials, the students are told to do some related exercises to know how far the students understand the contents. The practices may be individual tasks or small group tasks. The next process is students are told to memorize the related vocabularies.

After trying-out the developed material, the researcher gave the second questionnaire to know what they feel about the advanced content. The result shows that most of the students said that the developed material is excellent. 88% said that the cover and topic is attractive, the explanation is clear, and they like the book. 94% of them said that the book is exciting and can help them in learning grammar. Moreover, it completed with the examples that can help them in understanding material.

D. Revising

The next step in this research is editing. The book is written through the result of the try-out. From the result of the try-out, it can be known that, according to the students, the book is excellent and exciting to be their

handbook in studying English. The cover is impressive and also the content. The explanation of the book is clear and easy to be understood. The exercises are not too difficult and not too easy for them. The book can enhance their knowledge of English. So, it means that the book does not need to be revised based on the result of the try-out. Because the book is appropriate and suitable for students' needs to get the target of the teaching and learning process.

E. Final Product

In this section, the researcher presents the final product of this research. The outcomes were based on the result of the students' needs. When the product was done, the issue was validated by an expert on validation. There are two items to be approved, and they are a validation of the material and validation of design. From that validation, the researcher revises the product based on the experts' suggestions and comments. When the product is considered as an appropriate English learning material for the students and suitable for students' needs, the final product is published. The product is a set of educational products that are ready to support classroom instruction.

VI. CONCLUSION

From the development process, it has produced a supplementary English grammar material using the grammar-translation method for D intensive students. The

development book includes the introduction and contents. The introduction contains the front cover, foreword, preface, direction, book map, and table of contents. The contents of the book include nine chapters with their title. Every section contains three stages, and they are Warming-up, lesson proper, and evaluation. Warming-up consists of some activities to build up students' background knowledge of the material. Experience appropriate contains three substages, and they are Grammar Area, vocabulary area, and reading area. In the first substage, grammar explanation was given. The second sub-stage is about providing a list of vocabularies that related to the text. And the last sub-stage, namely Reading Area, is about where the students can implicate the grammar to translate and comprehend the text. Evaluation is about some questions that evaluate students' understanding of the material. It orders to build up students' awareness of how far they understand the stuff.

VII. REFERENCES

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