

## SUPPLEMENTARY READING MATERIALS IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

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### Abstrak

Pemahaman membaca merupakan salah satu kemampuan siswa dalam membaca yang memiliki pengaruh dalam mendukung tujuan membaca. Dalam kegiatan membaca, tuntutan siswa tidak hanya agar dapat membaca teks yang ada, tetapi mereka juga harus menguasai seluruh isi teks yang mereka baca. Salah satu dari beragam jenis teks yang harus mereka pahami adalah teks naratif. Teks ini dapat berupa kisah nyata dan imajinasi yang tentunya menarik untuk dibaca. Namun, siswa sering bosan dengan kurang beragamnya cerita yang ada. Terkadang, mereka juga hanya disuguhkan serangkaian cerita tanpa ilustrasi atau gambar yang akan membuat siswa antusias dalam membaca teks. Untuk mengatasi kebosanan dan kurangnya antusiasme siswa dalam membaca dan memahami teks naratif, mengembangkan dan menambahkan materi teks naratif adalah suatu hal yang bisa dilakukan. Materi tambahan adalah kegiatan menambahkan materi dalam membaca untuk meningkatkan minat siswa dalam membaca yang diharapkan dapat mempengaruhi pemahaman siswa dalam memahami teks naratif. Pengembangan materi ini dapat dilakukan dengan menambahkan berbagai jenis cerita seperti dongeng, legenda dan mitos, misteri, dongeng, romansa, pengalaman pribadi, dan jenis teks naratif lainnya yang lebih menarik dengan cerita yang lebih beragam. Oleh karena itu, artikel ini akan membahas pengembangan bahan bacaan dalam pembelajaran narrative text dan perannya dalam pemahaman membaca siswa.

**Kata Kunci:** Pengembangan materi, materi tambahan, pemahaman membaca.

### Abstract

Reading comprehension is one of the students' abilities in reading that gives influence in supporting the purpose of reading. In the reading activity, the students are not only required to be capable of reading the available passage, but they must also master the contents of the text they are reading. One of the many kinds of texts that they must understand is narrative text. This text is in the form of a true story and imagination which is certainly interesting to read. However, students are often bored with less diversity of stories. Sometimes, they are also only presented with a series of stories without illustrations or pictures that will make students enthusiastic to read the text. To overcome boredom and students' lack of enthusiasm in reading and understanding narrative text, developing and adding the material of narrative text is something that can be done. Supplementary material is the addition of material in reading to increase students' interest in reading which is expected to influence the students' understanding in comprehending narrative texts. The development of this material can be done by adding various types of stories such as fairy tales, legends and myths, mysteries, fables, romance, personal experiences, and other types of narrative texts that are more interesting with more diverse stories. Therefore, this article discusses the development of supplementary reading material in teaching of narrative text and also its role in the students' reading comprehension.

**Keywords:** Development material, supplementary material, reading comprehension.

### INTRODUCTION

In Indonesia, there are four skills that become the main focus on teaching English: listening, speaking, reading, and writing. Reading comprehension has become a critical skill in teaching English. Reading comprehension could help the learners to gain valuable information and understand all the meanings given in the context. Snow et al. (1998) say that reading comprehension is the extraction

and establishment process of meaning through repeated interaction with written language. However, students' understanding of reading is still low and it is not required of the minimum criteria of successful action.

According to Mislaini (2015), there are various factors may be caused of those problems, such as limited vocabulary mastered by students, lack of interest in enhancing the ability of students' reading, lack of the support of learning, lack of the knowledge of the language,

difficulty in pronouncing words, lack of word's knowledge, phrases, paragraphs, and passage or texts, lack of reading application of reading strategies, also the motivation.

In order to solve their difficulties in reading comprehension, teachers need to use the appropriate subject for their students. In our country, the problem in the process of teaching-learning English is that many schools do not facilitate students with an appropriate textbook. Teachers should find a way and appropriate reading material that suits students' need to improve their interest, motivation, and ability in reading comprehension.

In senior high school level, students have to learn many various texts; one of the texts is narrative text. This text has the purpose of entertaining, telling a story, or providing a literary impression. This kind of text is interesting, it gives students knowledge about the origin of a place or entertains the students with an imaginary story. Even though it is a good material for students, teachers usually get problems finding more reading in the government text that they use. They faced problems when teaching narrative text because there was no choice of the text and the students did not attract the reading due to the plain text without more interesting pictures (Nugraha, 2015). Based on the explanation, developing supplementary reading narrative text is a good thing to do. It will help teachers to gain various stories and draw the students' interest in reading narrative text.

Thus, the focus of this paper is on the step to develop the teaching materials and the implementation of supplementary reading materials in the teaching narrative text in order to enhance students' reading comprehension of this text. First of all, it starts with the discussion reading and reading comprehension, including the types of reading and also the principles of teaching reading. Next, the discussion will focus on English learning materials. Finally, the definition of supplementary materials, the step of materials development, and the implementation of supplementary reading materials in the teaching narrative text including its role to enhance students' reading comprehension of narrative text.

## **READING**

Reading is one of the skills that become the necessary lessons by foreign language learners. In learning foreign languages, students must learn to read because this is one of the skills that become their important lessons. Reading is a personal activity because in reading there is a mental or cognitive process that requires the reader to answer the message conveyed by the author. People do reading activities with the aim of obtaining information and enriching their knowledge, occasionally they also comment or criticize the writing style of an author. In

addition, people do reading activities to look for fun and increase their foreign language knowledge. For consideration, guiding readers to choose better text is part of the purpose of reading.

Reading has many benefits for students, they could improve their knowledge through reading the passage. A statement from Harmer (2007) claims that there are various benefits in reading, including increasing language acquisition and gaining all knowledge that they did not know before. The more students read, the more knowledge they will get. In short, reading is the process of transferring information, a means of conveying messages or ideas from the author to the reader, as well as entertainment for the reader.

Besides the explanation above, there are some experts who also explain about reading. For example, Harmer (2007) states that there are two kinds of reading related to the purpose, and those are intensive and extensive reading. Intensive reading is reading that focuses on the construction of reading a passage and usually in the classroom. While extensive reading focuses on the value of the story in the text and it could be done outside the classroom. Although they have different definitions, both intensive and extensive reading belong to reading comprehension. These two kinds of reading have the same goal, to process the text and understand its meaning. It is the same as reading comprehension's purpose.

## **Reading Comprehension**

Reading comprehension is an activity to understand the passage or the text. According to Layne (2007), reading comprehension is a remarkable achievement to balance and coordinate many abilities in a series of very complex and rapid sets of routines which make the understanding of activities become easy and enjoyable for fluent readers.

The material of reading and the reader itself are the factors that affected the ability of reading comprehension. The reading material and the reader itself could affect the reader in comprehending the passage. Ekwall & Shaker (1985) state that reading comprehension is influenced by four factors, as follows:

- a. The reader's knowledge of the subject of reading could affect the reader's understanding of what he or she is reading. This knowledge includes the experience of the reader, what he or she has read about the subject, and how many specific vocabularies that he or she knows about a particular subject.
- b. The reader's interest in the subject also influenced reading comprehension. The more interested the reader is in the passage, the more passage that he or she has read then they could discuss it with someone. It means that the reader's knowledge is also increasing through reading.

c. The ability to read is influenced by the reading objectives. Knowledge and interest in the subject matter are also related to the purpose of reading.

d. Comprehension is also affected by someone's ability to decode words quickly. If the reader could figure out how to say new words in every line or two lines, he or she will easily understand what is actually written in the text.

From the statements above, it could be concluded that reading is an activity to understand the text. This concerns not only how to understand the meaning in every word or sentence, but the most important thing is how the reader could capture the ideas written in the text. The center of the reading process is understanding, this should be the focus in teaching reading. In reading the texts, we also get opportunities to learn foreign languages, including grammar, vocabulary, how to arrange the sentences including the punctuation, also the text and paragraphs.

In brief, English is not our native language, so comprehending the English passage is not easy to do. It needs several extraordinary skills and knowledge. Many readers cannot be able to catch the writer's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that, the readers have to understand about lexical, grammatical, cultural meaning, text organizations, and the conjunctions between sentences. Therefore, in reading ability, comprehension needs full attention and concentration.

### **The Principles of Reading**

Teaching reading is an activity carried out inside and outside the classroom. Brown (2000) states that teaching is a teacher's activity that guides, facilitates, provides opportunities for students, and also sets conditions for learning. Teachers will not be able to do these activities without any guidance because they need it to lead the students in gaining knowledge. Also, to make students learn new knowledge, teachers must have innovative ways such as unnatural orientation and special treatment about the material that they learn. In the process of teaching reading, the teacher has a role as a provider of materials, media, and reading techniques that make students learn something in class and enjoy the process of learning. To achieve the objectives of the teaching reading process, there are ten principles of reading comprehension stated by Bamford (2012), they are:

#### **a. The reading material is easy**

In order to make the students comfortable with their reading, teachers should give the appropriate materials for them. For beginners, a text that contains more than one or two unknown words per page is too difficult to understand. To make students motivated to read and learn more than they usually do, and to increase their abilities in

foreign languages, they should read text reflecting their language ability - the text should be easy and fun.

#### **b. Unavailability the various topics**

The success of reading depends on how the teacher could persuade students to read. The variety of texts such as books, newspapers, magazines, non-fiction, fiction, text that inform, text that entertain can arouse and encourage the student's desire to read. Williams, (1986:42) suggests to ask what they like to read in their own language, stakeout their shoulders in the library, then ask the librarian to track their interests.

#### **c. Learners select the materials**

The students choose the text they expect to understand and to learn by themselves in order to make them free and will not feel difficult with their reading. The principle of freedom to select the text might be the crucial step for the students who used to work with the textbooks and teacher-selected texts, by giving them the freedom to choose their own reading, this can encourage students to take full responsibility for their learning. If they cannot take responsibility, they will get trouble in the future because they are only dependent on the teacher in their study.

#### **d. Students should read as much as possible**

The amount of time spent reading is the most important element in learning to read. Maybe the students have not been given the opportunity to read and read, even more, some teachers agree with this opinion. The amount of reading is not limited to anything, but in order to reach the reading limit to achieve reading benefits and to establish the reading habits, one book is the minimum amount of reading necessary. This is the realistic target for all proficiency levels because the books that are written for the beginners and low proficiency learners are too short.

#### **e. Reading speed is faster than slower.**

The incentives for fluency by students are usually shown when students are reading a good material in their linguistic abilities, for general rather than academic purposes, and for their personal interests. For promoting fluency in reading and preventing students from finding words they don't understand, strategies such as guessing or omitting unknown words or sections, searching for common meanings, and feeling pleased with a certain level of ambiguity should be practiced by the teacher. This can be done to help students enter a better growth cycle and to give them broad reading opportunities.

#### **f. The readings' aim is usually related to the pleasure until gaining the information**

In the reading approach, students could reach for the same reasons and in the same way as general population first-language readers. This is the distinction between extensive reading and ordinary classroom practice on the one hand and reading for academic purposes on the other. Full understanding and the level of objective understanding of anything is not the main goal, the understanding achieved or the knowledge gained and towards the personal experience of the reader becomes the focus in terms of reading results. The purpose of reading is achieved through reader interaction with the text. The purpose of students in reading is understanding enough to meet certain objectives, for example, enjoying a story, obtaining information, as well as the passage of time

**g. Reading is silent**

Silent reading contrasts sharply with reading texts as a means of teaching and learning languages or reading strategies that are translated and read aloud in class. This allows students to find the fact that reading is their personal interaction with the text they are reading. Therefore, it can be said that reading silently and freedom of selecting the text contribute as something that helps students to find a match between a foreign language and their lives.

**h. Reading is their reward.**

The focus of extensive reading experience that students do is their experience in reading texts as well as reading in common life. Extensive reading is usually not followed by questions of understanding because this is a complete experience by itself. At the same time, teachers could ask students to complete the follow-up activities based on their reading. There are various reasons for this, for example: to make students know what they understand from reading, to monitor students' attitudes toward reading, to track what they read and how much their reading, to make reading a shared experience, to connect reading and other aspects of the curriculum.

**i. The teacher orientates and guides students.**

Different from the usual practice in the classroom, extensive reading activity is an oncoming to the teaching reading. To be a good reader, students should be able to understand the reading ranging from the simple until the difficult content. A careful introduction is needed in this process. Here, the teacher's role is to explain that reading activities not only lead to increased ability, but also for all the studies of reading. In introducing the reading methodology and as an effort to the approach, the teacher can start this process by giving the students the freedom to choose the passage that makes them interesting. The teacher must be able to convince students that general

understanding is less than 100% of what they have read according to the purpose of reading. Instead of saying that there will be a test after reading, the teacher's interest in students' personal experiences of what they have read will make students quieter. Also, ask them small things like whether reading is fun or interesting, and why?. This is an initial approach to students.

Orientation is the first step. The possibility that students become better readers may be influenced by independence, extensive reading choices, and need assistance during the reading experience. The teacher must be able to track how far students react to reading and also how many books or readings they have read. Based on this information, the teacher can motivate students to read as widely as possible, to increase student confidence, and to be able to read at a higher level. Through guidance provided by the teacher, students can share their experiences in reading with others.

The last component of orientation is practice. Introduce students to the library of reading material and the division according to the level of difficulty of the reading material. Also, always remember that students who are not accustomed to exploring reading a foreign language may need help to choose text that suits their interests.

**j. Students imitate their teacher**

Maley (1999:3) says that the teacher is very influenced by students. Students not only learn the subject material presented by the teacher to them, but they also learn their teacher. When they leave us, they will remember the teacher's attitude more than technical expertise. In short, for readers, themselves are effective reading teachers because they teach by example of reading attitudes and behavior. The teacher sells reading, and the main way to do this is by becoming a reader (Henry, 1995: 2). He continued, in Henry's opinion, teachers must commit to reading the same material as their students. He explained that by reading what students read, the teacher could be part of the community formed in the classroom. (Henry, 1995: 53). In short, when the teacher and students share the reading, the foreign reading class could become a place for discussing books between the teacher and students, answering student questions, and making specific recommendations for each of them. This can be a pleasure that can be found in written words.

**English Learning Materials**

**Teaching Materials**

In teaching activities, teachers can make use of available materials such as textbooks, worksheets, and other authentic materials. The teacher can also further develop the material by compiling from several sources such as articles, newspapers, and materials from the internet that

are adjusted with students' needs. The teacher must be able to make sure that the material contains too easy or too difficult language for students. If they want to use available materials, the content must be fit with the students' needs and be adapted to the level of language proficiency of the students. (Hutchinson & Waters, (1987: 107)

Tomlinson (1998) defines that materials in language teaching and learning are everything that used to help to teach language learners and it can be in the form of a textbook, workbook, a CD-ROM, a cassette, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language that learned. To help to teach language learners, it also facilitates teachers and learners in language teaching and learning (Richards & Schmidt, 2002).

Teachers should give additional materials that are related to the subject that is learned by students if they want to give their students more knowledge. Also, the teachers can develop learning materials by themselves because it makes teachers more creative in choosing a topic or theme that is wanted by the learners. The learning materials should give students experiences to interact with an authentic use of English through spoken and written texts (Tomlinson, 1998).

**The Definition of Supplementary Materials**

Supplementary materials are needed to fulfill the unavailable materials or lack of materials. Supplementary materials are any materials used in addition to a coursebook (Tomlinson, 1998). Usually, supplementary materials contain knowledge that the coursebook does not develop or address in detail. Some of the teachers are using supplementary materials to provide their students experience of extensive listening or extensive reading, not for productive skills. However, teachers could use this supplementary material to provide all skills which are not covered in the main coursebook in detail as well as they use for learning in regular classes, enrichment purpose, or medicinal purpose. While supplementary materials could be from authentic sources like newspapers, magazine articles, videos, etc.

The teacher uses supplementary materials because there is a gap between the new knowledge that the students need to know or could do and the provided materials in their textbooks (McGrath, 2013: 71). It means trying to bridge the cleft between learners' needs and their textbooks. Here are the reasons why they do supplementation (McGrath, 2013: 71):

1. Changing inappropriate material in the textbook
2. Filling the gaps in their coursebook

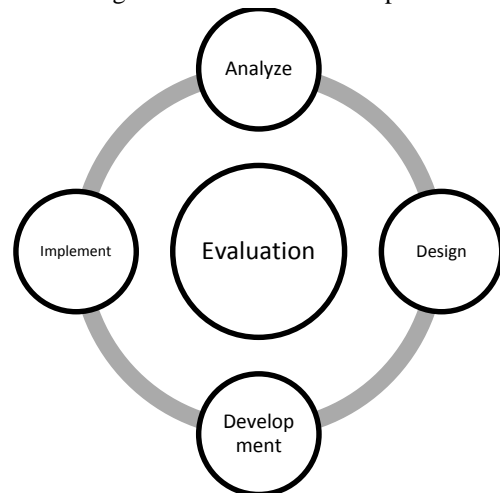
3. Giving an appropriate subject for the special needs and interests of students
4. Giving the students additional language or skills practice
5. Giving extra variations to the teaching activities

Instead of the reasons above, everyday situations where additional material is useful to include when textbooks: provide inadequate or impractical examples, give short examples, are too ordinary or complex, or are logically suitable for the entire class because of the barrier of the time ( Utami, 2016).

**Materials Development**

The development of materials is a field learning and practical effort. For the field of study, materials development studies about the principles or procedures for designing, implementing, and evaluating language teaching materials. While, as a practical effort, materials development is everything that is done by teachers, writers, and students who aim to give the source of language input. This is done to maximize the possibility of intake and stimulate purposeful output by exploiting the sources. The developers might write a storybook, express an opinion, advertisement, and even give some examples of the use of the language, and also read aloud the poems in class (Tomlinson, 2001).

Diagram 1. Materials Development



In the materials development, the developer should identify the students' needs and think about the objectives of the learning process for the first time. Then, they could develop it by adapting the materials and making it appropriate to the learners' needs. Besides that, there are still many more steps that must be done to develop the material. Regarding this case, we will talk about it in the next discussion.

**The Procedures of Materials Development**

Based on the definition stated by Nunan (1991), materials development naturally deals with how to select, adapt, and create the teaching materials. In its implementation, the focus on developing materials is on the evaluation, adaptation on materials that have been published, and creation. The evaluation phase is the value measure of the materials by making the decision about the effect of the materials and the user. While the adaptation phase is the step to make the materials more suitable to the learners. The materials involved in changing the available materials become more appropriate to the teachers, students, and situations.

Some research about materials development usually uses some models of development materials. As the example is ADDIE by Branch (2010), this concept includes analysis, design, development, until implementation and evaluation for its steps. This design is usually used in research because of the clear steps and it is easy to apply. Here is the explanation for each phase:

**a. Analyzing step**

This stage is the base of the design process. Analyze and identification of the problem, the source of the problem, and also the appropriate solutions to the problem are the first step for this design. Then, making appropriate questions related to the analysis such as the target, the type of learning, the type of new behavioral change, the options of delivery, the considerations of pedagogic, until the timeline of the project settlement.

This phase often belongs to a needs analysis process. The result of this analysis is a learning plan, the designer will determine the obstacle and resource to complete his or her plan.

**b. Designing step**

In the designing step, the Instructional Designers (IDs) take all their learning in the analysis phase and make it to the practical decisions. At this stage, the developers will determine the learning objectives that should be achieved by the target or the learners, including the appropriate learning strategies. There are many things that will be considered, including the selection of the materials, the media that will support the learning process, the duration or time to the process, also the assessment and feedback.

**c. Developing step**

The aim of this phase is to arrange and integrate materials that will be used in the learning activities. The designer or developer will start to create all of the learning materials in the designing phase, even if it is hardware or software. The examples of learning materials are equal to videos, PowerPoint presentations, student coursebook, etc.

**d. Implementing step**

This is the stage of implementing the subject that has been designed and developed in the previous stage. In implementing the materials design, the developer could carry out the learning process directly or via online. It depends on the situation. Also, this phase is the testing phase to ensure that the design material is functional.

**e. Evaluating step**

The last phase in ADDIE design is evaluation. The designer could ask the feedback by asking the students to complete the questionnaire or the assessment rubric from the expert. So, we can measure the effectiveness and efficiency of the learning process that used developed materials. The feedback both from the students or experts is really important to revise and improve the content.

After discussing the design to develop learning materials, the next discussion is the example of research about the developing materials and its implementation. The writer focuses on the narrative text as the topic of the passage.

**Developing Supplementary Reading Materials of Narrative Text and Implementation**

The narrative text is a very interesting and entertaining text. It concludes not only a fiction story but also a non-fiction story. The fiction story is a story based on the imagination of the writers. On the other hand, a nonfiction story based on real-life - something that happened in the past. The readers will be amused, gain new knowledge, and also the life lesson through the moral values in the text. So far, teaching narrative text is not easy because of several problems, there is much research that discusses it. Here, the writer will give some examples of the research conducted by some researchers related to developing materials of narrative text.

Nugraha (2015) in his research, found that there was a book that did not fulfill the teacher's needs even if it could support the students in learning narrative text. So, based on the fact that he found in the interview and observation, he decided to develop supplementary reading materials based on the characteristics that the teacher provided. He also put some illustrations to make the students more appealing in the reading. Also, he writes familiar stories so they could not meet any difficulties in comprehending the text. In doing research, he used ADDIE (Analyze, Design, Develop, Implement, and Evaluate) proposed by Branch (2009). First, he analyzed several aspects including curriculum and syllabus, textbooks used by the teacher and another textbook in the library, and also the teacher's needs. After that, he designed the first draft of the materials by the analysis. Then, in designing the model of the narrative text, he focused on the characteristics that the teacher's needs. In this step, the researcher decided to

create the essential sections of the storybook such as cover until the instructions. Next, in the evaluation phase, he finished his draft and submitted it to the expert to get several feedbacks and measure the quality of his design to make it better. In his research, the expert was a lecturer in English Education at Tanjungpura University. The result of his study showed that the supplementary materials are more attractive than the previous textbook. He got 95,83% as his score from the expert evaluation, it means that the narrative materials designed by him are very good.

Another previous study from Safitri & Sudarsono (2019), they developed pop-up books as supplementary reading in narrative text. Pop-up book was chosen because it contains very attractive pictures, so the students are more interested in their reading and could improve their reading comprehension. The researchers also adapted ADDIE as the model of their design with an interview from the teacher, the questionnaire delivered by the students, and the assessment rubric for expert evaluation to collect the data. At the end of the research, the researchers got very good feedback from the expert. The rubric evaluation from the expert shows that their supplementary book is appropriate and feasible to support teaching reading of the narrative text and it might help the students comprehend their reading.

In line with some previous research, Prilini, et. al. (2017) claim that supplementary reading materials are very useful to support teaching reading narrative text. They did the research to solve the problem of lack of interest in reading narrative text faced by the teachers and students through developing pop-hands out which contains a lot of attractive pictures. There are four steps in this research, it started with analyzing the problem to be solved and found two stories in the book that they used. After that, they designed the characters and illustrations and tried to make sure that their design fit with the story. Then, the next step was developing the design to complete their drafts and started to create the hands-out. In this phase, the researchers tried to make the illustrations easy to understand, so they made it by using Adobe Photoshop. In order to make it more fun and appropriate for the students' age, the researchers asked their friends who mastered illustration. The next phase was evaluation and provided the rubric for assessing the subject to the experts. This phase also included implementation to see if the use of Pop Up Handouts was applicable or not. The design that was validated by the expert directly implemented to the students, they tried to teach a narrative text to the students by using Pop Up Handouts with the help of the teacher. The researchers provided a questionnaire to the students and asked them to fill it.

The result of the research by Prilini, et. al. (2017) shows that the students were very enthusiastic during

implementation. They could read the text loudly and mention the generic structure in narrative text easily. Also, they have very liked the illustrations in the Pop Up Handouts because they could understand the main idea of the stories. Therefore, they stated that they were very interested to use Pop Up Handouts as the supplementary materials to learn the narrative text.

From the previous studies, we can briefly conclude that supplementary reading materials are very useful to help students comprehend the narrative text. Moreover, the students are very attractive and enthusiastic about the content in the supplementary materials. Also, these additional materials help a teacher to teach the narrative text and they can give students more knowledge with the stories broaden from the textbook. So, the development of supplementary reading materials gives many benefits and it could improve students' comprehension of narrative text.

## CONCLUSION

In conclusion, this article supports the development of supplementary materials in improving student's comprehension of narrative text. These additional materials not only influence the reader's attention to read the text but also help the teacher to teach the reading narrative text. Developing supplementary reading materials becomes the solution to the problem in comprehending narrative text and lack of interest. The teacher or developer could put appropriate materials for the students' level, also they could share their creativity. So, the teaching-learning activity would be more pleasurable and attractive. In implementation narrative text done by some researchers, shows that students are more attractive to use supplementary reading materials than their textbook. The more attractive students in the materials, the easier for students to comprehend the narrative text

Moreover, the successful achievement of developing supplementary materials can be reached by many steps. First of all, the developer should analyze the students' and teacher's needs. After that, he or she should make the design of the supplementary materials. He or she should be creative and innovative, so the design will be more attractive. Next, develop the draft and finish the materials. In this phase, we can see that the materials are ready to use, but the expert validation is a very important thing. If the experts state that the materials are not appropriate and below the minimum criteria, the developer should revise it until the experts validating the materials is good enough. Then, the implementation is the last step of this research. The developer will know that the materials are appropriate through the students' reactions. If the students feel more attractive and could understand the text, we can say that

the developing process is a success. From some research that we have discussed, it could be summed up that developing supplementary materials are enhancing or influencing the students' comprehension in narrative text.

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