

**Developing Supplementary
Material for Fast Learner in Ninth
Grade Students of Junior High
School at Buleleng Regency**

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Abstract

Fast Learners have a high intelligence in following and understanding learning. Therefore, the activity used in the class affects the attainment of learning of fast learners. This study aims to develop supplementary material for fast learners in ninth grade SMP Negeri 6 Singaraja in Buleleng District. Materials developed based on student needs. In addition, creative and innovative learning to improve English skills and 4C skills of students. The method used in this research is Design and Development by Richey & Klein (2007). This method has four stages of Analysis, Design, Development, and Evaluation. This study involves teacher and students as subjects. At the Analysis stage, the researcher use syllabus, and textbook as early reference in the process of creating supplementary material. At the design and development stage, the researcher develop blueprint and product. The Evaluation stage is as a quality measuring tool on the product that has been developed. Expert judgment and user review shows that the book is Good as a medium in learning. The supplementary material developed according to students' need are expected to be able to give challenges and train the abilities of fast learners.

Keywords: fast learners, supplementary material, junior high school

Abstrak

Siswa cepat belajar memiliki kecerdasan di atas rata-rata dalam mengikuti dan memahami pembelajaran. Oleh karena itu, aktivitas yang digunakan di dalam kelas mempengaruhi pencapaian belajar pada siswa cepat belajar. Penelitian ini bertujuan untuk mengembangkan materi tambahan untuk siswa cepat belajar di kelas 9 SMP Negeri 6 Singaraja di Kabupaten Buleleng. Materi yang dikembangkan berdasarkan kebutuhan siswa. Selain itu, pembelajaran yang kreatif serta inovatif untuk meningkatkan kemampuan Bahasa Inggris dan kompetensi 4C pada siswa. Metode yang digunakan dalam penelitian ini adalah Design and Development oleh Richey & Klein (2007). Metode ini memiliki empat tahapan yaitu Analisis, Desain, Pengembangan, dan Evaluasi. Penelitian ini melibatkan guru dan siswa sebagai subyek. Pada tahap Analisis, peneliti menggunakan silabus, dan buku sebagai acuan awal dalam proses pembuatan materi tambahan. Pada tahap desain dan pengembangan, peneliti mengembangkan cetak biru dan produk. Tahapan evaluasi merupakan sebagai alat ukur kualitas pada produk yang telah dikembangkan. Penilaian ahli dan pengguna menunjukkan bahwa buku tersebut baik sebagai media dalam pembelajaran. Materi tambahan yang dirancang sesuai dengan kebutuhan siswa diharapkan mampu memberikan tantangan dan melatih kemampuan yang dimiliki siswa cepat belajar.

Kata kunci: siswa cepat belajar, materi tambahan, sekolah menengah pertama

1. Introduction

Fast Learner is a term used for learners who have the ability to learn academic skills at above-average speeds. Fast Learners rank high in academic achievement and cover large tracts of land over a limited period. They are quick, creative, and imaginative, with high building capabilities. Fast Learner is a child who usually has great academic skills and high intelligence and always enjoys learning (Zakarneh et al., 2020). Fast Learners who receive, understand, and master the lessons given with good achievement. The good result is not only in certain subjects but includes all subjects. Inherently, the children who qualify as Fast Learners are able to follow the class learning activity easily. Fast Learners usually can adapt to the environment very well from this. We can know and learn many things because of social interaction. Fast Learners understand how their learning styles and they can pick up which learning styles are appropriate for them. Thus, the teacher has to create complex instruction for the student who has fast learning to manage time well. Fast Learners usually want the activities of learning going to be challenging for them. The problems that usually affect Fast Learners are they can be a trouble maker in the classroom because of their ability to finish the assignment over the average time available. Furthermore, Fast Learners will be easier to get bored if the learning is not as their expectations, and they are able to complete the assignment less within a set amount of time. In this case, the allotted time may correspond to the passing of learning.

Developing the learning material for Fast Learners by still paying attention with the Learning of 21st-Century Learning is also important. Here students are in guide to follow the learning process with these four abilities [1] Critical Thinking is one of the skills that students master. Critical Thinking is a process used in mental activities such as problem-solving, making decisions, and analyzing assumptions. [2] Creativity can be characterized as an ability to think outside the box without confining rules. Children with high creativity can think and see a problem from different sides or perspectives. As a result, they will be more

open-minded in resolving problems, and the learners will be invited to get used to doing and explaining each of their thoughts. [3] Collaboration this activity is essential in the learning process for the child to be able and prepared to cooperate with anyone to train student responsibility and adaptability to the environment. Students will be trained to develop the best solution in the group. [4] Communication was almost like a child's ability to communicate ideas and thoughts quickly, clearly, and effectively. Learners are given time to manage the problem and use communication skills to communicate with each other, such as ideas and discussions to solve the problem. Teachers make different suitable instructions for each material in the lesson but still pay attention with 21st-Century learning such learning with technology and increasing 4C skills of the student in the classroom. The use of 21st-Century learning can help students to be critical and creative, collaborate, and communicate well to each other in the instructions given by the teacher in the learning process (Saleh, 2019). This is how the instructions designed hopefully can be appropriate for the student. Fast Learners will analyze the problem of each material. Fast Learners are very interested in learning. Fast Learners have a very large curiosity.

Based on the abilities of Fast Learner, teacher face challenge in teaching. The teacher still give student same activities while learning. How to create the activities to be more fun and challenging, in order to increase students' ability. For the teacher, teaching students in the classroom by looking their students' need is quite difficult. Moreover, the teacher have to provide different activities to their student based on their level and also abilities in learning. As mentioned by (Dodd et al., 2015). How the instruction that will be designed is used to support the teaching learning process based on the type of learners, especially for Fast Learners. In other words, the activities in the classroom can be more attractive with the various concepts of learning based on the curriculum that focuses on student's ability, creative, and innovative. The material will be developed as a strategy and techniques for the teacher that can be used for

the teaching-learning process in the classroom. The added of supplementary materials are expected to guide both teacher and student in learning with appropriate technique and instruction. Fast learners have an amazing ability to understand and follow the learning easily thus, the material should design as suitable as the ability of the student. Give the students extra language or skill practice but it is important to make sure that they fit into the Learner's program, whether the material matches the aim of each lesson or not. Provide pictures and visuals with concrete experiences or in the student's own life. According to (Noho et al., 2018). The use of Supplementary material also involves technology as one of its proponents. Inherently, students in the classroom have their own needs to achieve success in learning thus, there are different types of learners that teachers have to pay attention in the classroom. Besides, the activities should be challenging for fast learner, this is because of their abilities in learning. In this era of Globalization, every student knows, follows, and understands what is in education, and how to achieve that in a different way. What learning activities, tools, and media will be suitable for students as proponents in learning.

Review of related literature

The use of Supplementary material by the teacher in the teaching-learning process in the classroom is to change the unsuitable material becomes suitable. As we know, many teachers in the classroom are rarely or we can said that have not divided their students into types of students. This is necessary for the teacher to pay attention because it is important, and students come with different backgrounds.

Supplementary material is used to strengthen, enrich, or expand the teaching program. In both Learning online and offline, supplementary material is important because this is can be one of the solutions for the teacher's strategy in the classroom to support the teaching-learning process (Riswanto & Febriani, 2016). Based on the explanation above, students also need appropriate material to guide their

learning process and what is their best way to understand the learning.

The use of technology is also a part of supplementary material. During the Industrial Revolution Era, students are not strange again with the use of technology. Many kinds of technology are used in this current learning process. In other words, education is supported by technology. The instructional material that will be developed in this research should use technology such as YouTube, PowerPoint, and so on, which contains many pictures, photos, audio, and other kinds of visual forms that will be supported to create the instruction for students (Almurashi Wael, 2016). This can be an attractive learning material in the teaching-learning process used by the teacher in the classroom.

Fast Learner

In general, Fast Learner is a child who has the ability to learn academically in less time. Fast Learner is a child who has keen intellectual discernment and strong practical understanding. The Fast Learner can learn and rapidly follow the class activities very well and with good results. In this case, the teacher's role in the classroom is challenging to create instructions based on student's abilities thus, at the end of the learning, all students have the same understanding.

Fast Learners could know science and learn without the guidance from their teacher and these fast learners can use the teachers as a source to achieve their learning achievement in the classroom with maximum time. Fast Learners argued that the teachers are not "all know" but rather they see teachers as equal partners or facilitators. As mentioned by (Zakarneh et al., 2020), Fast Learners have good academic skills, have high intelligence and over time available. Fast Learners tend to enjoy teaching and learning in the classroom. These students can apply the learning skills of this subject by looking for a pattern to learn a language.

A child who is clasifies as a Fast Learners has autonomous and great strategies in place, they like to explore the material that challenge them in learning. These Learners do

not blindly follow all class activities and what teachers say rather than they process the information and instruction provided and make it their own. The teacher's challenge in creating the instruction for students who are Fast Learner is definitely the best and most suitable, even though this Learner is able to follow the class and learning activity easily, but have to pay attention with the time which is already appointed so as not to cause this student to become a trouble maker in the classroom.

Problem-Based Learning is a specially designed learning approach to help students develop their thinking, problem-solving, and intellectual skills (Sulistiyani, 2018). Teachers as a facilitator to build groups, provide or present problems, giving open questions, guiding to needed resources, ask open questions, arranging for personal relationships in groups to minimize conflict and misunderstandings that distract learning, and encouraging students to be self-reliant by encouraging students to project knowledge. This learning model it's supposed to train and apply students' soft skills.

Project-Based Learning

Project Based Learning is a form of constructive and collaborative learning where in the learning process in this approach, students as centered in learning, which enables students to work together to solve problems, and to learn from each other to build their knowledge (Sumarni et al., 2016). Project Based Learning is study model for students. Students are able to discuss the learning material or one of the issues in group work and then solve the problem with compare their thoughts. Project Based Learning is systematic learning that involves students in knowledge and learning skills through the development of inquiry to obtain products, this is also can help student to interact to each students. Project Based Learning is a teaching method that systematically engages research assignments, authentic questions, and well design products.

Discovery Learning train the student to observe the issues carried out by the teacher with the abstract as an initial stage. In this learning model, students are able to find out information about the topic of the lessons. In this

case, students are actively followed the learning process in order to analyzed the issues that have been discussed. Discovery-based learning is one of the teaching models in the 2013 curriculum, where this curriculum emphasized the scientific approach and skill of 4C. Discovery Learning is a learning model that fully allows students to analyze the issues through brainstorming with other students, discussion, and finding and trying independently (Ayu et al., 2021)

2. Research Questions

In this research, there are two research questions to guide the analysis as follows:

1. What is the common material given to the students in ninth grade of Junior High School?
2. What material is needed for Fast Learners in ninth grade of Junior High School?
3. What is the quality of the material developed?

3. Method

This study used Design and Development design (D & D) to develop supplementary learning material for Fast Learner in IXth grade of SMP N 6 Singaraja. Design and Development (D & D) is a research method to create procedures, strategies, techniques, and also tools (Ismail et al., 2020). The Design and Development (D & D) research model will be used for the present study. The research followed the phase of Type 1, including the phase of analysis design, development and evaluation proposed by Richey and Klein (2007). Design and Development (D & D) research is a pragmatic study that provides a way to solve the problem empirically and systematically to produced of instructional and non-instructional products through analysis, design, development, and evaluation (Tracey, 2009). The four steps of Design and Development (D & D) can be seen as follows. the stages contained in Design and Development design (D & D) used in this research are: In the first stage, the analysis that was conducted by the researcher as a first guide to create the product of supplementary material. The analysis

conducted to find the material used by the teacher at school, especially in the class. The teacher used textbook to teach their students. In the other hand, the researcher also used syllabus to guide to developing the product, in knowing the topics were used. The syllabus and textbook analysis are in the first semester of 9th grade in Junior High School.

The second stages, the researcher tried to design the draft of blueprint supplementary material for fast learners in ninth grade of junior high school. The blueprint was designed according to the topics provided on the syllabus and also by looking to the textbook used by the teacher. Furthermore, the instrument to validate the product of supplementary material was designed for experts and also users. In the third stages, the researcher tried to design the draft of blueprint supplementary material for fast learners in ninth grade of junior high school. The blueprint was designed according to the topics provided on the syllabus and also by looking to the textbook used by the teacher. Furthermore, the instrument to validate the product of supplementary material was designed for experts and also users.

The last stages, the evaluation conducted by experts and also users in evaluate the product in supplementary material. There are two experts and ten users in this stage. Several suggestions and also revisions given in order to complete the book of supplementary material for fast learner in ninth grade of junior high school. The expert judges evaluate the product with the expert judgment sheet. Whereas, the users is from assessment conducted by the researcher.

4. Result and Discussion

Analysis

The data was collected based on the preliminary observation conducted in SMP Negeri 6 Singaraja. In the observation, the researcher provided some questions to get to know the learning media, sources that the teacher used for all students also during the learning process. The researcher also pay attention with the syllabus used at school in order to create the product of supplementary material based on the topics provided in the syllabus of ninth grade junior high school. In

this case, the data and syllabus have to analyzed by the researcher.

Result of Observation and Interview

Based on the data collected in the observation, the result showed that the English teachers at SMP Negeri 6 Singaraja was still applied the same activities to all students in the classroom. In the other word, the school did not provide an English book for fast learners. The book did not provide variety activities to attract the student's learning motivation and also increase student's critical thinking, and creativity. In this case, the researcher try to create several activities in the product for the student to make, to learn the material to be challenging for them and students can work, think critically and creative. The researcher ask about the teacher's perception in taught student who have a high intelligince which is, fast learner. How fast learner faced the learning in the classroom. The other questions by the researcher is about, how was her opinion if the researcher develop supplementary material for fast learners. On the other hand, the students' responded to several questions provided by the researcher about their feelings, experiences, and also perception in learning English.

Result of Document Analysis

In this step, the document analysis was conducted to understand the topic, content, learning objectives provide in the syllabus. The developing the product, the researcher was looking to the syllabus of first semester in ninth grade of Junior High School to guide to create an appropriate material based on the syllabus, topic provide and also learning objectives of each topic. In this case, the product content will be suitable based on the needs of the student. The result showed that syllabus covers six topics. The topics are Congratulation, Wish, and Hope. Agreement and Disagreement. Labels. Procedure Text. Simple Past, Simple Present, Simple Future, and Simple Present Continuous Tenses. Simple Present Perfect Tense. The topic that will be designed also have to based on the learning objective, it is aimed to achieve students' goals in learning

Design

Based on the syllabus, the researcher started to design the supplementary material's blueprint. The design used in this supplementary material is for fast learners should be according to the learner's ability and level. The researcher designed the blueprint based on the material provide in the syllabus: Congratulation, Wish, and Hope. Agreement and Disagreement. Labels. Procedure Text. Simple Past, Simple Present, Simple Future, and Simple Present Continuous Tenses. And the last Simple Present Perfect Tense. Furthermore, in this stage, the expert judgment sheet was also designed.

Development

After finished design the blueprint, the next step is started to develop the product which is, supplementary material for fast learner in ninth grade of Junior High School. To develop and create the product, the researcher have to pay attention with the needs of student. What appropriate activities in each material that have to provide in the book. The book also design based on appropriate learning method. It is hopefully can increase students' 4C skills consist of; Critical Thinking, Creativity, Collaboration, and also Communication while the learning process.

The development of supplementary material is pay attention of several stages. The first stage is analyzing the needs of teaching materials. The next stage is choosing media and learning resources. And the last stage is determining the best learning strategies

The first thing to do is analyzing the needs of teaching materials. The researcher already did it through questionnaire for students who qualifies as fast learners. Some questions are provide to get to know how are students interest in learning. In this case, the researcher also find out what fast learners needs during the learning process. mostly, students want more creative and innovative activities in the learning. How the teacher utilize other media that involve some pictures and illustrationsSystematics Flow of Advertising Scene Analysis

The next stage is choosing media and learning resources based on students' need. From the statement above, the result of analysis will be used to determining the suitable media

and learning resources for fast learners. In this book supplementary material, the researcher choose YouTube, TikTok, Instagram, Canva, WhatsApp, PowerPoint as a learning media and also based on the use of media in each learning activities provided. This is because of era globalization, they are familiar and usually of the use of technology. Students are be able increase their creativity in the learning process. Learning strategies is the other important things in developing the book of supplementary material for fast learners. Based on teaching method, there are three teaching methods used, Discovery Based Learning, Problem-Based Learning, and also Project-Based Learning. Furthermore, the activities provided in the book train the students' English skills and also 4C skills based on the role of every teaching method in the book. Solve the problem, students' creativity, etc. Those activities designed based on the needs of the student who qualifies as fast learners.

The next step was the product development that the researcher designed used Canva application for the cover of book and Microsooft Word application to create the material of the book of supplementary material for fast learner in ninth grade of junior high school.

Evaluation

After developing the product which is book of supplementary material, the next step was evaluation. The supplementary material was evaluated by the experts. Besides, students also give the evaluation because they as a user. This evaluation aimed to evaluate is the product already appropriate for fast learner, and also the other aspects of the book quality.

Quality judgment from the Experts

There are three expert judges who validate the product of supplementary material. The researcher provided product evaluation sheet for each expert to assess the quality of the product. Judges were choosen based on their qualifications for teaching fast learners in the classroom. Further, teachers are choosenbased on their experience in teaching fast learners. The

expert judgment sheet was made based on the criteria adopted from BNSP. The expert judgment sheet was given to education expert to be evaluated. Three expert judges can be categorized as Judge 1, Judge 2, and Teacher 1. After the expert was evaluated, the researcher measured the assessment result using a formula adapted from Nurkancana & Sunartana (1992).

Quality judgment from Students' Review

In this step of evaluation, the researcher already interviewed students who qualifies as

fast learners to assess the quality of the product supplementary material has been developed. The users' review were students from SMP Negeri 6 Singaraja. The questionnaire consisted of 10 items and there are 10 students assessed the product. The total maximum in this questionnaire is 50 and the minimum score is 10. The researcher measured the assessment result using a formula adapted from (Nurkancana & Sunartana, 1992).

Table 4. Criteria for Product Quality

Score	Criteria
$X \geq Mi + 1.5 sdi$	Very Good
$Mi + 0.5 sdi \leq X < Mi + 1.5 sdi$	Good
$Mi - 0.5 sdi \leq X < Mi + 0.5 sdi$	Average
$Mi - 1.5 sdi \leq X < Mi - 0.5 sdi$	Below Average
$X < Mi - 1.5 Sdi$	Poor

The formula proposed by (Nurkancana & Sunartana, 1992)

The result interview conducted at SMP Negeri 6 Singaraja. The researcher was interviewed the English teacher and also students in ninth grade of Junior High School. The material used by the teacher in teaching learning process was from the textbook. The textbook used by the teacher was enough to help students' English skill. Therefore, there is no other material used to support the process of teaching and learning. In the other hand, the teacher applied same activity to all students. The use of supplementary material is very important to strengthen, to enrich, and to expand the knowledge of the student while learning, this also can be one of strategies for the teacher in teaching learning process (Riswanto & Febriani, 2016). Basically, all of students in ninth grade at SMP Negeri 6 Singaraja are already have an interest in learning English, it's just different students' level and their comprehension affect the ability of learning. Many various students are in the classroom. Thus, the teacher must be pay attention with the needs of the student. Teaching the fast learner is quite easy, as we

know the student who qualifies as a fast learner can learn and follow rapidly the class activities very well and also in a good result.

Furthermore, the result of students' interview was conveyed about students' interest become their needs in learning. What kind of activities given by the teacher in the classroom, and their comprehension during the teaching learning process. Commonly, the teacher gave the same activity in the class. Considering that many various students with their characteristic and also level. Based on the textbook used by the teacher, students said the material used already enough to help and increase their ability in English. The learning material and activities provided by the teacher mostly explained with the conversation. For the student, especially fast learner needs the other variety activities while working on their tasks. Moreover, if the material given only by the explanation, the student will easier to get bored. Furthermore, students need to utilize and use technology in learning activities. This is can be the other strategies for the teacher to make the student feel happy and

also can use the technology well. Besides, technology are not strange again for all people to complete their social life and life style, it will be very beneficial to facilitate students' learning media in the class. Technology is commonly used in the world of education in a way for doing the tasks, assignment. Mostly, students were eager to learn by involving videos adopted from YouTube, more practices, and a few students want learn while playing. This is also can be good idea to create such a fun learning in the classroom. Therefore, the supplementary material provided various activities with the use of technology in designed the content inside of the book. In the other hand, based on the interviewed, the student also need work in pair, more discussion. This is also can train collaboration skill of the student.

Before started to developing the book, the researcher was designed the blueprint. The blueprint of the product was to guide the researcher developing the content in the book. There are several steps to prepared, including analyzing the needs of teaching materials, choosing media and also learning sources, determining learning strategies. The first thing that the researcher did is made a need analysis for students. Some questions provided to get to know what the needs and students' interest in learning English. As the result of student's interview, the media that used by the researcher such; YouTube, Canva, TikTok, Instagram, WhatsApp Group, Quizizz. By the use of technology in learning activities, it hope completed students' need to learn in various sources contains variety attractive pictures, animations, and also illustrations. The other benefits of using technology, students can more excited to follow the learning process because of they already familiar those media. In determining the learning strategies, the researcher provided more work in pair for the student, the student can discuss with their friends related to the material. During the learning, there are also provided student's presentation of their work, better from use their smartphone or directly in the class, make a craft based on the material discussed. This is the way students increase and train their English Skills

consists of, Speaking, Writing, Reading, and Listening. In the other hand, 4C Skills, Critical Thinking, Creativity, Communication, and also Collaboration. In designing the blueprint also contained three teaching method such, Discovery Based Learning, Problem-Based Learning, Project-Based Learning. All of the teaching methods chosen was for train problem solving, analysis, find the answer independently, create a project.

After designing the blueprint and deciding the learning activities in each chapter, the researcher start to develop the product supplementary material. The researcher applied several media to support the book creation. In creating a book's cover, the researcher used Canva software and picture support in book's cover was from freepik.com. Microsoft Word was also used in creating preface, table of content, and also contents in the book.

After the process of developing and revising the book supplementary material, the next step the researcher conducted quality validity evaluation which with 3 expert judges, two from English Language teaching lecturer, and one is the teacher in SMP Negeri 6 Singaraja. There are 39 criteria in the expert judgment sheet. In the accumulated score from experts and also users, the formula was according to Nurkancana & Sunartana (1992). After assessed from experts, the result score given by Judge 1 was 174 which categorized as "Good". The total score given by Judge 2 was 174 which categorized as "Good". And the other experts from English teacher, the total score was 167 which categorized as "Good". The total mean from all experts is 171.6 which means the supplementary material categorized as "Good".

The next step, the researcher conducted evaluation called user review for fast learners through questionnaire. There are ten students already assessed. The result score from Student 1 was 42 which categorized as "Good". Next from Student 2 was 33 which categorized as "Average". The score given by Student 3 was 40 which categorized as "Good". Next is Student 4 was 37 which categorized "Good". Student 5 given score 47 which is categorized "Very Good". The total score given by Student 6 was

49 which categorized as “Very Good”. The total score given by Student 7 was 49 which categorized as “Very Good”. Next, total score given by Student 8 was 50 which categorized as “Very Good”. The total score given by Student 9 was 48 which categorized as “Very Good”. Last is Student 10 was 50 which categorized as “Very Good”. As the result score from each student, the mean score of ten user reviews rubric was 44.5, which means the book of supplementary material was categorized as “Good”.

The activity in this book was provided was based on the needs of the student who qualifies as fast learners. The activity in this book also already premeditated based on the circumstances and conditions in the class. The purpose of developing the book has a discrepancy with other previous studies. The focus of this book was designed for fast learners in the 1st semester in ninth grade student of Junior High School. The book of supplementary material was developed with pay attention of what students’ interest while learning English. Their high ability and intelligence. What are activities they want and needs are affect the way they learn in the class. Therefore, the book of supplementary material given to fast learners in order to increase their English and 4C skills, and also based on Discovery Based Learning, Problem-Based Learning, Project-Based Learning.

5. Conclusion

Developing supplementary material for fast learner in ninth grade student of junior high school was created based on students’ interest in learn using technology in order to challenges their ability in learning quickly. The material used by the teacher only from the textbook. In the other hand, the teacher give same activities to all the student in the class. Therefore, in this book supplementary material is designed and developed based on the needs of fast learners. Fast learner, the students who are quick, creative, and imaginative with very high building capabilities. For fear of student’s boredom in the class, variety activities with the use of technology can be used by the teacher to teach the fast learner.

The material and also the activity developed based on the needs of fast learners. The material and also the activity supported with the video materials, many pictures, illustrations, various worksheet, and also some activities to increase their English skills, 4C skills and their abilities in learning that will be challenging for students.

After developing the product, the evaluation conducted with the expert judgment and user review, in order to get to know the quality of the product supplementary material. The quality of product from experts categorized as “Good”. And for the user review, after calculated, product of supplementary material categorized as “Good”. This is mean the quality of the product is a Good book.

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