

Development of Supplementary Material for Fast Learners 8th Grade Junior High School

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ABSTRAK

Siswa cepat di kelas membutuhkan berbagai kegiatan dalam pembelajaran. Mereka cepat dalam memahami materi yang diberikan oleh guru. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan materi tambahan untuk pembelajar cepat pada siswa kelas VIII. Materi dikembangkan untuk memudahkan siswa dalam belajar. Selain itu, kegiatan ini merupakan kegiatan tambahan bagi para siswa. Penelitian ini menggunakan model penelitian D&D yang dikemukakan oleh Richey dan Klein (2007). Model ini memiliki empat tahap: analisis, desain, pengembangan, dan evaluasi. Pada tahap analisis, peneliti menganalisis dokumen terkait seperti buku dan silabus. Proses dilanjutkan dengan merancang cetak biru atau draf bahan pelengkap. Kemudian, pengembangan buku dimulai. Peneliti mempertimbangkan kebutuhan dan kemampuan pembelajar cepat. Terakhir, evaluasi dilakukan untuk mengetahui kualitas buku. Tiga juri ahli menilai buku tersebut, dan dua guru menilai buku tersebut. Rata-rata yang didapatkan dari juri ahli dan guru adalah 149. Sehingga buku yang dikembangkan dikategorikan sebagai "Bagus" oleh ahli dan guru. Selain itu, terdapat empat pengguna mengulas buku tersebut. Hasil rata-rata yang diperoleh adalah 46. Sehingga, menurut pengguna buku ini dikategorikan "Sangat Bagus". Dari hasil tersebut, buku ini dapat digunakan untuk materi tambahan siswa cepat belajar

ABSTRACT

Fast learners in the class need a variety of learning activities. They are fast in comprehending the material provided by the teacher. Therefore, this study aimed to develop supplementary material for the fast learner in eighth-grade students. The material was developed to facilitate students in learning. Besides, it was an additional activity for the students. This study used the D&D research model proposed by Richey and Klein (2007). This model has four stages: analysis, design, development, and evaluation. In the analysis stage, the researcher analyzed related documents such as the book and syllabus. The process continued by designing a blueprint or draft of the supplementary material. Then, the development of the book started. The researcher considered the needs and the ability of fast learners. Last, the evaluation was conducted to know the quality of the book. Three expert judges evaluated the book, and two teachers evaluated the book. The average score obtained from expert judges and teachers was 149. Thus, the product developed was categorized as "Good" from the experts and teacher. Besides, four users reviewed the book. The average result obtained was 46. Thus, according to users the product was categorized as "Very Good". From the result obtained, the book is suitable as additional material for fast learners.

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1. INTRODUCTION

English teaching was a difficult task for teachers. It is because each student who attends school is unique. Their distinctions reflect the diversity of their pupils. Most teachers were aware of student diversity, but not all attempted to address it in learning and teaching (Krish et al., 2010). Teachers have a huge difficulty because of the diversity of their students. One aspect of student variety is their degree of knowledge in learning. Different sorts of students in the classroom have varied levels of learning

capacity. Each person has a distinct level of comprehension; one is a quick learner. Realizing student variety necessitates teachers paying close attention to how they educate, since each student has distinct qualities and requirements. The diversity of students in schools presented teachers with a significant challenge. One aspect of student variety is the amount of comprehension in learning. Students that learn fast have a more remarkable ability than those who learn slowly. Fast learners often did not need as much time to digest the material and grasp critical concepts (Varghese & Aneesa, 2021). The fast learners actively participated in class by responding to the teacher's questions and expressing their opinions on the subject matter (Nurfadhillah et al., 2021). The learners occasionally took more of a leadership role in class than their peers. Further, the fast students had little trouble grasping the lesson's objectives. To that end, the instructor would not spend much time explaining things to them (Krish et al., 2010). Not all teachers attempted to address student diversity in learning and instruction, while the majority were aware of student disparities. Since they might learn on their own, the teacher was occasionally unaware of the fast learners. Typically, the teacher gave more attention to slow learners because they had a slower rate of learning comprehension and required more assistance.

Fast learners can absorb information rapidly and engage with others. They frequently avoid lengthy material explanations and desire to continue on to other matters as soon as possible. They frequently finish tasks faster than other pupils. They would become bored of waiting for an extended period of time. Complex tasks appealed to quick learners. It is shown by the attitude that was frequently demonstrated, such as displaying a passionate intellectual and emotional character, being very inquisitive, demanding, and occasionally sensitive to other students (Krish et al., 2010). As a result, in the typical classroom, a teacher must be aware of fast learners. Because of the existence of these pupils, the instructor is under extra pressure to provide an interesting and suitable learning environment for fast learners. Furthermore, the content provided must be appropriate for the students ability.

As a result, teachers should reflect on the factors they have found to be crucial in prioritizing while designing lessons. One important thing in learning is the material (Nurliana, 2019). Rohimajaya et al. (2021) assumed that students would be more motivated to study English if materials were tailored to their specific requirements. Educational materials for learning English are important in assisting students in learning the language effectively. According to Rohimajaya et al. (2021), a good book is one that serves as an effective learning medium. The book must include the context learnt. As a result, the book's content becomes a crucial component in language acquisition and other endeavors. Students require resources that are relevant to their field of study and learning objectives. As a result, appropriate instructional materials must be updated to include student references. Rohimajaya et al. (2021) hypothesized that tailoring content to students' requirements would drive them to learn English since it would look relevant to their program. The importance of teaching materials embodied in book form is expected to play a role major in language learning in the classroom at all educational level (Makrifah & Widiarini, 2019). Teachers may create interactive educational tactics that cover students need through conversation, discussion, debate, or role play (Reddy, 2013). One of the tatic may implement is vocabulary build. Previous research concentrated on vocabulary memory methods, which aided language acquisition in general (Li, 2021; Puspita et al., 2017). The other strategies might implement namely, collaboration, problem-solving, and technology intehration.

Material development occurs out in order to produce supplemental materials for English instruction. Creating additional material is a technique used by educational activists to create and generate a product for language learning as well as to analyze, design, produce, adapt, and investigate resources. The content created will be useful to teachers as an extra source of instruction (Nurliana, 2019). Furthermore, due to the rapid growth of technology, fast learners might be requested to create a digital poster. Fast learners want to envision things; they do more than just think in their heads. For rapid learners, both online and offline learning are required.

Teachers and students in Indonesia have adopted blended learning as both a demand and a trend to facilitate an effective teaching and learning process in the new normal era of the pandemic condition (Aminah, 2021). Blended learning, also known as hybrid learning, combines traditional classroom instruction with digital resources (Djuwita et al., 2022). In blended approaches, teachers could interact with and provide feedback to their students. It is also possible to view blended learning as a response to changes brought about by technology development. Learning in this method is more than just a combination of digital and in-person methods. Blended learning also provides an opportunity to use tools that can be implemented in both traditional and virtual classroom settings (Menggo & Darong,

2022). Through the integration of blended learning in English classes, learners may acquire knowledge more effectively since internet media can help students understand the way foreign people speak the language (Rachman et al., 2021). Students can use blended learning to access content, complete activities, and engage in conversations. Additionally, professors might offer comments and engage with students via online and offline methods. Blended learning may also be viewed as a response to technology advances. It is more than a hybrid of online and in-person learning. Furthermore, blended learning provides an opportunity to include technological innovations that may be utilized both in-person and online.

Students gain from blended learning in three ways: (1) In the classroom, portability includes students' various study behavior patterns, schedules, and learning rhythms. (2) Individual input from professors both in and out of the classroom. (3) Recognize the importance of face-to-face instruction. (4) The learning process might take place both at school and at home. (5) Students have easy access to the content both at school and at home.

Several prior studies on the topic of supplemental material development for junior high schools include the following; (Agustin et al., 2021), which developed task-based writing supplementary material of descriptive text accompanied by audio-visual Media. Raudah et al. (2020), which developed English reading material for the eighth grade. Azizah (2019) which developed environment-based supplementary reading materials. According to previously cited studies, there was still a dearth of researchers generating additional materials employing problem-based, project-based, and discovery-based learning models. In addition, there was a lack of research that has developed materials for quick learners. Despite this, the challenge in the classroom is that the information given is not aligned with each student's interests, preparedness, and student profiles. The teacher delivers the same exercise to all students without taking their differences into account. Because of this, students who learn fast often follow the methods used by slower students. Teachers in such a setting need to be able to be not only innovative when coming up with educational activities but also flexible when it comes to accommodating the needs of their students. The majority of classrooms still use outdated teaching methods since teachers still need to adapt their methods to take into account student learning styles.

Therefore, the researcher attempted to develop supplemental materials for eighth-grade students who learn fast. It was undertaken to provide fast learners with additional and varied learning material. Blended learning was employed in this study because the technology is effective, scalable, and adaptable. Furthermore, the purpose of this research was to aid teachers in facilitating the teachers' ability to meet the learning requirements of their students. The researcher expects that the content created would be useful to both educators and students, particularly fast learners. As a result, it is critical to provide material for fast learners to ensure their learning accomplishment goals may be met. Students are not going to become bored while waiting for their classmates to finish and understand the material.

2. METHOD

The D&D paradigm provided by Richey & Klein (2007) was implemented in this research. The primary D&D research method utilized in this investigation was focused on the educational product, program, process, and tool. This model has four phases: analysis, design, development, and evaluations.

The first stage is analysis. At this stage, the researcher analyzed documents such as course outlines, textbooks, and teacher-implemented activities to compile relevant data and information for writing the book. Additionally, in this stage, curriculum analysis is performed to learn about the focus and content of instruction.

The second stage is design. At this stage, the researcher sketched a rough outline of the supplemental materials for the eighth-grade fast learner. In addition, the researcher created a tool for validating the learning content for both expert judges and users.

The third stage is development. Subsequently, the researcher developed a supplemental materials draft for advanced students—the cover, content, and activity from the book's initial draft in this process. The researchers conducted numerous of the supervisor's suggestions as the book was being written.

The last stage is evaluation. Seasoned professionals in the design and development of materials conducted the evaluation. They provided several recommendations and adjustments to evaluate the development of additional materials for eighth-grade fast learners. The evaluation was conducted by users as well. They consisted of a teacher and four fast students.

In order to collecting the data, the researcher implemented several methods. The initial method of data collecting was observation. The observation was carried out in order to acquire primary data at the subject school. The data gathered mirrored the learning environment at school. This includes how teachers taught in class, the learning material utilized, the learning strategy employed, and the instruction given to quick learners in class.

Following the observation, the interview was held. The questions were built on theories regarding material growth and quick learners. Furthermore, the questions were prepared in response to the findings of the observation. The researcher conducted an interview with the instructor in order to obtain detailed information regarding quick learners in the eighth grade. In addition, the researcher interviewed the fast learners to learn about their learning experiences and challenges.

The examination was required for this product in order to determine the material's quality. The material's quality was assessed using an expert judgment sheet and a user assessment questionnaire. To assess if the materials were adequate, the judge had to fill out the instrument. The user was required to answer the researcher's questions. The expert judgment document from the other researchers was adopted by the researcher. The page would provide an answer to the third research question concerning the product's quality.

Nurkencana and Sunartana (1992) established a formula for determining product quality. The following are the product quality criteria:

Table 1. Formula of 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

3. FINDING AND DISCUSSION

The data from one junior high school in Buleleng Regency revealed that every student participated in the identical activity planned by the teacher. As a result, some of the class's fastest students had to wait until the rest caught up. Since the school gave all students the same English textbook, it did not make an accelerated learner's version available. The learning exercises in the book needed more creativity, innovation, and variety for real-world use. It was accordance of the statement stated by Hindal and Reid (2016) that fast learners have very good academic. Therefore, a supplemental book for advanced students was written to aid students in finding solutions to these issues and honing their critical thinking skills.

The researcher interviewed the English teacher and several advanced students despite direct observation. According to the results of the interviews, the instructor sometimes needs to be made aware of the fast learners since they can learn independently. Due to their sluggish learning comprehension, the teacher typically paid more attention to slow learners who needed further instruction. From the students' perspective, the school-supplied textbook was enough for their intellectual development. However, occasionally fast learners felt bored if the teacher assigned the same assignment and showed little interest in them. Fast learners wanted a task that required them to collaborate with their peers and a task that was relevant to their circumstances.

Technology integration was implemented in developing the product. Since the learners have been familiar with the existence of the technology. It was in accordance with the interview result, that most of the students have a smartphone and could access everything. Therefore, blended learning was implemented to trigger the students' interest in learning. It was supported by Wagiono et al. (2021) who stated that the implementation of blended learning can encourage the interest of the students in learning. The online media used in the product were commonly implemented by the teachers in the school. Therefore, the teachers are easy to operate and explain to the students.

Document analysis was undertaken to comprehend the course material and the learning goals provided in the curriculum guide. The researcher applied these findings to the product's development process. The researcher assessed the project's scope by looking at the syllabus and ensuring the topics covered were sufficiently broad and limited. Therefore, the product's content can be suitable for the

students. The document analyzed in this study was the first semester's syllabus for eighth-grade junior high. Analyzing the first semester's worth of an eighth-grade curriculum provided the necessary information for the design process. The findings revealed that a total of six subjects were covered.

The following concepts were considered by the researcher when designing the materials: (1) the material included activities that involved students using language to achieve communicative goals, (2) the material included activities that reflected mental activity, (3) the material thought about the students' learning method, (4) the material consisted of an output that can develop students' communication skills, and (5) the material provided students with comments. The creation of supplemental materials was done in stages, which include examining the needs of teaching materials, selecting media and learning resources, and developing learning methodologies.

The first step was to assess the requirement for instructional materials. A questionnaire was used by the researcher to assess the demands of quick learners. The learning medium utilized in class, the activities supplied by the teacher, and the desired learning style are all examined. According to the findings of this investigation, fast learners employed digital media in their learning, particularly while learning at home (Covid-19 epidemic), and fast learners prefer to learn in groups or pairs rather than jointly.

Furthermore, the study results are utilized to determine the media and learning materials that quick learners employ. The researcher picked YouTube, Wordwall, Instagram, Google Classroom/WA Group, and Google as learning media and learning tools in this supplemental material. These media are useful for rapid learners since they are familiar with the technology. The researcher did not prohibit teachers from utilizing media other than what was supplied as long as it was relevant to the problem at hand.

Last, the technique incorporated discovery-based learning, problem-based learning, and project-based learning in the supplemental material. Furthermore, activities such as interviews, group projects, movies, crafts, and poster creation were available. Those activities designed to meet the needs and learning styles of rapid learners. The tactics were chosen with the curricula in mind, as well as the outputs desired from quick learners.

The evaluation was performed as part of the research. The judge was chosen for their competence in material development, particularly for those concerned about students who are quick learners. The expert evaluation for an excellent book was created using BSNP-adapted criteria. The expert judgment assesses six factors, each of which contains many tasks that must be completed. The quality of the supplemental materials was appraised. Three expert judges were designated as Judge 1, Judge 2, and Judge 3, respectively. After evaluating the experts, the researcher quantified the evaluation outcomes using a formula developed by Nurkencana and Sunartana (1992). The quality evaluation rubric with 39 elements and a grade for assessing the quality of the extra content. Each criterion's score was determined using the Likert scale of five. The lowest quality evaluation score was 1, and the highest score was 5. Thus, the lowest and highest cumulative points were 39 and 195, respectively.

According to the expert judgment rubric results, the first expert awarded a total score of 150, which was classified as "Good." The second expert judge awarded a total score of 143, which was classed as "Good." The third expert judge awarded a total score of 149, which was classed as "Good." Based on the total points awarded by the three expert judges, the average score of the expert judgment rubric was 169, indicating that the content was deemed "Good."

Table 2. The accumulated score of expert judges evaluation

Score	Criteria
$X \geq 175.5$	Very Good
$136.5 \leq X < 175.5$	Good
$97.5 \leq X < 136.5$	Average
$58.5 \leq X < 97.5$	Below Average
$X < 58.5$	Poor

The needed user evaluations were chosen from the English score, proposed by the teacher, and completed in class. The researcher gathered the users after locating them. Each user review got a product evaluation document to evaluate the degree of quality of the quick learner book's extra material. After being assessed by the expert judges, the researcher conducted user reviews on a teacher and students.

The researcher presented ten-item criteria for user evaluation. Each item had a maximum score of five points and a minimum score of one. The highest and minimum scores were, therefore, 50 and 10. The reviewers included a teacher and four pupils. Student 1 (S1), Student 2 (S2), Student 3 (S3), and Student 4 (S4) were identified by the codes T and S, respectively (S4). Based on the user review rubric findings, the researcher determined that the overall score given by the user (S1) age of 40 qualifies as "Good." The second user's (S2) given score of 48 qualifies as "Very Good." The third user (S3) was 48, qualifies as "Very Good." The fourth user (S4) scored 50 qualifies it as "Very Good." The average score from the user rating was 46, which classifies the supplemental material as a "Very Good Book."

Table 3. The accumulated score of user evaluation

Score	Criteria
$X \geq 45$	Very Good
$35 \leq X < 45$	Good
$25 \leq X < 35$	Average
$15 \leq X < 25$	Below Average
$X < 15$	Poor

Based on the ratings assigned by the expert judge, teachers, and students, the entire book may be utilized in the classroom with minor alterations. These suggestions are intended to improve the quality of instructional resources. The professional advise enabled the researcher to make major modifications and conduct a more comprehensive investigation. The researchers made changes depending on the feedback they received from the professionals. Experts advised deferring the redesign in order to include the concept of quick learners materials into the present curriculum. In 8th grade junior high school, the adjustment was made with the fast learner.

A number of findings were reached based on interviews done with the instructor and students regarding the activity in the class and the resources used in the learning process, specifically, that the books used in schools were sufficient to assist strengthen students' English abilities. In explaining, the teacher provided instances. However, not all learning occurred in the same manner. The teacher paid extra attention to other kids, particularly slow learners. according to Nurfadhillah et al., (2021) One of the characteristic features of fast learners is impatience with the never-ending learning process. As a result of this supplemental content, quick learners now have access to resources that are appropriate for their skills. Furthermore, due to time restrictions, the teacher tended to deliver discovery learning in class and seldom gave project-based tasks. It is critical to incorporate discovery-based activities because they allow students to actively and freely explore material that will expand their knowledge. It was beneficial to pupils, but project-based learning was essential since it improved collaboration abilities. It was consistent with the third principle provided by Semadi (2019): collaborative learning encourages students to apply and study the subject matter with a strong knowledge, identify solutions, and generate products.

The book designed for fast learners contains supplementary content and worksheets that may be used during the learning process. Students that are fast learners require a range of learning activities in class owing to their rapid knowledge and comprehension of the topic. It is consistent with the assertion made by Varghese and Aneesa (2021). Fast learners are pupils that have superior understanding abilities and learn at a faster rate than other students. They simply need a small amount of time to grasp a new concept. As a result, the school must enable media coverage of students' needs and successes. Because the technology period is transitioning to the 5.0 era, teachers must consider using technology into the learning process. As a result, in the modern era, blended learning must be introduced.

The researcher created an outline for each issue before to writing the book. It was utilized as a guide to fast create the book. Creating new materials entails several phases, including examining the needs of teaching materials, selecting media and learning resources, and defining learning methodologies. The first step is to conduct a needs assessment of educational resources. A questionnaire was used by the researcher to analyze the needs of high-speed pupils. Throughout the review process, class activities, learning styles, and instructional media were all considered. The statistics revealed that high performers were more likely to learn in groups than alone, and they used digital media more at home. The study was also used to determine which media and learning resources were used by quick learners. As additional learning material and tools, the researcher used Google, YouTube, Wordwall, Instagram, the Google Classroom/WA Group, and Google itself. such that learn rapidly should use such

media since they are already familiar with the tools being used. Problem-based and project-based learning methods supplement the core material. There were other possibilities for interviews, collaborative work, video creation, craft-making, poster-making, and so on. These activities suited to the demands and learning styles of quick learners.

The next stage was to write the book. For the technique in the book, the researcher chose project-based, problem-based, and discovery learning. Those methods were chosen based on current educational requirements. Students must be able to investigate the subject covered, solve an issue, and develop a project. The researcher discovered the material utilized and the creative concept through a variety of places, including Pinterest, the internet, and a friend's recommendation. The researcher used a variety of supporting resources, including Canva, Microsoft Word, and Freepik. The researcher used Canva to create the cover. Furthermore, Microsoft Word was utilized to create the book's material. Finally, Freepik was utilized to locate the book's supporting images and drawings.

The significance of the book was established by assessing its content validity after it had been written and amended. Two experienced judges used 39 items to verify the content authenticity. The Gregory formula was developed by examining the results of expert judgment. The content validity of the book content was 1 out of 39 criteria based on expert judges' content validity evaluations, and it may be categorized as exceptionally high based on the content's criterion validity. It was viewed as an evaluation of the book's quality after the development of its content validity. Three experienced judges were requested to evaluate the quality by taking 39 factors into account.

Based on the scores assigned by the expert judge, teachers, and students, the entire book may be utilized in the classroom with minor alterations. These suggestions are intended to improve the quality of instructional resources. The professional advice enabled the researcher to make major modifications and conduct a more comprehensive investigation. The researchers made changes depending on the feedback they received from the professionals. Experts advised deferring the redesign in order to include the concept of quick learners materials into the present curriculum. In 8th grade junior high school, the adjustment was made with the quick learner.

The book's exercise might give flexibility depending on the scenario and conditions in the classroom. The goal of creating this book was distinct from the other earlier investigations. The emphasis of this book was on how the book is utilized for quick learners in 8th-grade junior high school students, as well as the many activities included in the learning process that will pique the students' interest and correspond to the students' learning style. Two of the material development concepts were that the content should be able to pique students' interest in what they read and elicit personal responses from them. The content should take into account the student's preferred learning method. These assertions represent the study's originality, since the book was designed for rapid learners with a variety of learning exercises.

4. CONCLUSION

The research focus on developing supplementary material for fast learners in 8th grade of junior high school. The design used was proposed by Richey & Klein (2007). Following the discovery of the information, the analysis process continued. The researcher assessed the curriculum at this step, which was then used to develop the product. The curriculum has six subjects that have been found. These topics were then combined to form a plan. The blueprint and draft of the product were created during the design stage. The researcher examined the content required for fast learners when building the plan. The researcher began generating the product draft after drafting the plan. The product was developed in multiple sections, including the creation of the cover, the development of materials, the creation of worksheets, and the addition of several worksheet evaluations. The activity in the product takes into account three types of learning models: discovered-based learning, problem-based learning, and project-based learning. Following the development phase, the assessment step was carried out. The book was evaluated using two methods: content validity and quality judgment. There was also feedback from book users, professors, and students. The generated content and activity reflected the characteristics of fast learners, including concise and illustrative material, various worksheets, and challenging activities. Those contents were provided to fulfill the needs of the students. Since fast learners have a big curiosity of something (Krish et al., 2010). The variety of learning activities encourages the learner in comprehending the lessons. It is in line with the statement proposed by Rohimajaya et al. (2021) that students' motivation in learning increases since the teacher provides support facilities. Experienced

professionals evaluated the quality of the goods. Based on the average score awarded by the judges and teachers, the book may be classified as Good. The user reviewers were eighth-grade four fast learners' students. The average score for the evaluation was 46. Consequently, the book was classified as a Very Good Book. Therefore, the book was developed suitable for use by teachers and fast learners in supporting learning, since the activities provided were in accordance with the needs of fast learners through expert judges and users. For teachers, the book is recommended for use as a teaching medium for fast learners in order to keep pupils from becoming bored while waiting for students who are slower than them. The book contains numerous exercises that might help students develop their creativity and teamwork abilities. For the students, the book might use to diverse tasks that incorporate problem-solving, creativity, and collaboration abilities.

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