Developing Supplementary Sociolinguistic Material in Youtube Channel to Stimulate the Students' Critical Thinking in Hybrid Class

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Abstract. *The objective of this particular research and development is to produce the supplementary sociolinguistic materials to encourage the students' critical thinking in hybrid class. Based on the preliminary study conducted by the researcher, it was discovered that most of the learner lacked motivation to understand the core book of sociolinguistic. Then, the lecturer should be creative in hybrid class. Because of this situation, the researcher design the hybrid learning process toward YouTube channel to solve the students' problems. The researcher use Research and Development with some steps conducting need assessment, material development, validation product, implementation of product, and final product. The product designed with Productive Reading Technique which has the similarity activities with standard KKNI curriculum. The researchers are going to collect the relevant information with guided questionnaire for the students, the lecturer' interviews, and the checklist form and the suggestion from the expert validations. The data result is described the strongest and the weakness of Sociolinguistic material development. The implication of this product was divided into three points namely, the students could achieve the reading skill with average 81%, the students' motivation average 91% and around 83% of the student could give the responses base on the critical thinking.*

Keywords : *Supplementary Sociolinguistic; Youtube; Critical Thinking*

Abstrak. *Tujuan dari penelitian dan pengembangan secara khusus adalah untuk menghasilkan bahan tambahan sosiolinguistik untuk mendorong berpikir kritis siswa di kelas hybrid. Berdasarkan studi pendahuluan yang dilakukan peneliti, ditemukan bahwa banyak siswa yang tidak memiliki motivasi untuk mempelajari buku isosiolinguistik. Dengan demikian dosen harus kreatif pada kelas hybrid. Oleh karena itu, peneliti merancang proses pembelajaran hybrid melalui channel youtube untuk menyelesaikan permasalahan siswa. Peneliti menggunakan Penelitian Pengembagan dengan beberapa langkah yakni studi pendahuluan, pengembangan materi, validasi produk, implementasi produk, dan produk akhir. Produk dirancang dengan Productive Reading Technique yang memiliki kesamaan kegiatan dengan kurikulum standar KKNI. Peneliti akan mengumpulkan informasi yang relevan dengan kuesioner terpandu untuk mahasiswa, wawancara dosen, dan formulir daftar periksa dan saran dari ahli Linguistic. Hasil data menggambarkan kekuatan dan kelemahan pengembangan materi Sosiolinguistik. Implikasi dari produk ini terbagi menjadi tiga poin yaitu, siswa dapat mencapai keterampilan membaca rata-rata 81%, motivasi siswa dengan rata-rata 91% dan sekitar 83% siswa dapat memberikan tanggapan berdasarkan berpikir kritis.*

Keywords : *Materi Sosiolinguistik; Youtube; Berfikir Kritis*

PRELIMINARY

In English education, the students should be master four skill it is also affirmed by Brown (Brown, 2006) the important skills are productive performance (oral and written) and form of receptive performance (aural or auditory and reading). When the readers read something, their mind will active to understand the information based on their intelligence and keep it into the new perception. At the same time, they also receive the new information (Kocisky dkk., 2018). In the other hand, not just speaking and writing are the productive performance, but reading skill also productive performance toward receptive performance.

Based on Program for International Student Assessment (PISA, 2018), described the reading activities based on 77 countries in three years, Indonesia was in rank 72. Indonesian people have the lower scale in reading activities and the reading activity was considered ineffective and still unable to make the students able to understand the sociolinguistic book and make notes what they read. Moreover, the complaining in reading skill do not just come from the students in Under Graduate Program, but also in whole education level. In English education, most of the core book are scientific and the student's should study from the those book (Rosiana, 2021). In the contrary, the reading is very important language skill for the learner in learning English especially in formative test as the final. Reading is not simple activities to require information to understand reading text, the reader should have the background knowledge to make the new concept in meaning (Muhid dkk., 2020) and (Du Bois, 2014). Hence, the researcher sharps the studies in reading skill.

The condition above happens do not just directly come from the learner, but also from education facility. If the lecturers do more analyses, one of the answers is the instructional document problems; it can be curriculum, syllabus, students' book and work sheet, media of teaching so forth (Khoiriyah dkk., 2018). To cover the problems of instructional document above the first activity should be analyzed in Research and Development (R&D) by finding the real of problems besides knowing the rumors about reading skill. The researcher broadens the instructional problems from students and teacher problems, and then the researcher continues to observe the core book.

The objective of this research is to develop the supplementary sociolinguistic materials to stimulate the students' critical thinking reading and the existing text book used for the English students whose taking the sociolinguistic class (Muhamadjonovna, 2020). The researcher serves the additional material by combining both of core books and some supplement material based on Indonesian country condition. That is because, Indonesia is the beast subject learning about sociolinguistic. As we know that, Indonesia has so many culture and languages. Then, both of materials in the core book and additional sociolinguistic material do not only encourage the students knowledge and the students' skill in English academic, but also stimulate the students critical thinking about describing culture and social life.

The content of Sociolinguistic supplementary material is reading comprehension to stimulate the students' critical thinking for English Education in last semester. The source of material was adopted and adapted from authentic materials which taken from several English books and all the sources are acknowledged in materials. The material developed included all of the material in " An Introduction to Sociolinguistic Fifth Edition " by Ronald Wardhaugh. Each chapter discusses detail information about reading text which is correlate with the critical thinking. Then, the feed back after discussion, will be served as video sociolinguistic which has been upload in You Tube Channel. Then, the assignment focuses on critical level with domain skills word-attack, sentence attack, or text attack skill (Ningrum dkk., 2016) and limited use remembering level.

The presentation of the material is arranged by using Productive Reading Technique. This method has some steps which suitable for the students learning hybrid. The lecture doing the some case in each activity, the presentation and feed back was different. Because of the learning process this semester in hybrid class, so the lecturer used activity recite and review in different situation. Some f students which learning in the class, they got recite and review material directly, but some of students which learn from home they got those activities from online You Tube. The some steps in Productive Reading Technique namely: survey, question, read, recite, and review method. Survey is

the activity to identify something related to the material, it is almost the same with observing. Question is activity to collecting data to support the students' competence, read is the activity to receive the knowledge, understanding the meaning and so forth. This activity is similarity with asking or questioning and collecting data in scientific method. Read is the activity to receive the information from comprehension text. The comprehension text has goal to stimulate the students' critical thinking and it is suitable for the students to read the text material for subject purposes and for pleasure. Recite as same as association is the cognitive process to think critically based on their schemata (every students have different point of view). Then, the review activity (the communication) is final assignment to give the evidence of the students' understanding. It can be shows by the students with oral or written (summary, retell, give critics or another assignment) product.

According to the result of lecturer interviewed most of the students have problem in reading sub-skill. In pandemic era, the lecturer doing learning process trough the hybrid class. Unfortunately, the facility and the students condition are not support the hybrid learning as usually. So, here the lecturer should have an innovation for the students which study in the class and from their home. Then, Developing supplementary sociolinguistic material which served in YouTube channel will stimulate the students critical thinking. The implication of this research, the researcher use Productive Reading Technique which are support the implementation of critical reading level for the students (Rosiana, 2020). The Productive Reading Technique activities will challenge the students interesting, motivation and curiously. For those reason, the researcher tries to complete the book material by research on "Developing Supplementary Sociolinguistic Material in YouTube Channel to Stimulate the students' Critical Thinking in Hybrid Class" was conducted.

RESEARCH METHODS

This research is aimed to produce an appropriate Sociolinguistic supplementary material to overcome the students' difficulties in English learning especially on sociolinguistic book and stimulate the students' critical thinking. Basically, the Research and Development is the activity developing and validating the product in education such as book Borg and Gall (Putra dkk., 2020) the steps of this research as follow (see table 1)

Table.1 Steps of Research and Development (R&D) adapted from Borg and Gall (1983: 771-789)

Stage	Research and Development (R&D) design	Activities
one	Need Analyses	a. Identifying performance gap and Confirming The Intended audience (to know the appropriate materials and competence need) • The students' interview • The students' questionnaire • The lecturer' interviewed • Analyze the identify required recourses (students' competence, syllabus, Socilinguistic book) • The available of English book curriculum 2013 b. Determine instructional goals with planning, analyses, and evaluating
Two	Developing Material	Design of Supplementary sociolinguistic material in Youtube Channel to stimulate the students' critical thinking.

three	Product validation	Expert Validation • Linguistic Lecturer as the validation
four	Implementation of Product	Empirical Validation English Department Students (VIII Semester) • Try out • Instrument
Five	Final product	a. Revision from the Implementation of product b. Revision from empirical validation (the second validate)

Subject of Try Out

The subject population of this research is the studnets in the last semester who is taking the socilinguistic subject in 2022. Then, the number of students involved for the subject of this research is thirty one students (one class) as the purposive sampling technique. The purposive sampling is part of non-probability sampling technique which is used in this research to avoid the ineffectiveness of English leaning process during the research. The role of non-probability sampling is compatibility both of criteria of research and school judgment. The subject of try out from this product represents in one class, it does not base on their problems in English academic, but their interesting and academic score are included.

Besides, purposive sampling has aim to focus on particular characteristic of a population, the effect of this sample enable to answer the research question with sharply and clearly. Related to these cases, finally one class was chosen to involve in the process of obtaining information, need assessment, and try out phase. And other English lecturer are also involved in the need assessments conducted in the interview stage and questionnaire (see table 2)

Table 2. The Subject of Needs Analysis

No	Audience	Number	Data Collection
1.	Linguistic Lecturer	2	Guided Interview
2.	English Students in VIII Semester	31	Questionnaire

The Instruments

After trying out the students, the researcher has given the guided questionnaire and checklist to know the opinion, comment, critics, and suggestions of the materials. First, to know the quality of the Sociolinguistic materials the researcher distributed a sort of guided questionnaire of the students. The questionnaire was distributed to the students. All the questionnaire items based on the product which has been tried out, such a questionnaire covered: understanding the reading sub skill, the students' motivation in reading skill and how the students faced the exercises to stimulate their critical thinking.

Then, the check list also was given to English lecturer and the expert validation. The expert validation got the items check list which focused on the students and the research and development.

RESULTS AND DISCUSSION

1. Research Result

The result of the needs analysis in the R &D is the first step which was derived from English Education of STKIP PGRI Nganjuk by identifying performance gap and confirming the intended audience and set up the reference of the study as the criteria of success and the target competence of the product development by with planning, analyses, and evaluating.

There are some the result of identifying performance gap in sociolinguistic learning process. Firstly comes from the students' interview and   questionnaire. Based on the result the students have

problems in two aspect, The students lack of motivation read the scientific Sociolinguistic book as the core book and the students feel bored with the learning process like the students making small group, making paper, discussion, questioning and answer. It is such as bored activity. The researchers design Productive Reading Technique as steps of learning. Using Productive Reading Technique stimulate the students easy learning and reading Sociolinguistic book. In Productive Reading Technique, the researchers using performance task to stimulate the students' critical thinking. Besides, the researchers also design the interesting sociolinguistic material in YouTube.

The second problems described from the lecturer' interviewed. Form the interviewed process, the lecturers has problem in designed the suitable learning main material in sociolinguistic and the students also have time to discuss the material. Besides, when the lecturer analyzed the students' condition, most of the students'' cannot reach the reading sub-skill such as min idea, topic, general structure of text, give the response based on the critical thinking, making summary and doing assessment in time. Covering the second problems, the researchers' create the interesting activities in the learning process to reach the reading sub-skill and stimulate the students' critical thinking as the target of goal in this study.

Next problems come from the educational document problem. There is no the newest core book form the sociolinguistic subject. Actually, the students need something new in learning process. The students felt difficult to make summary based on their understanding after they read the sociolinguistic book. It is because the students cannot figure out the essential part and the students cannot correlate the material with the real condition. The students need more attention and knowledge about it. Trough this situation, the researcher create additional sociolinguistic learning process trough Productive Reading Technique and serve it in You Tube channel.
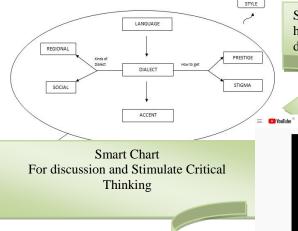
Picture 1. Simulation of Supplementary Socuolinguistic in You Tube toward Productive Reading Sklill

Moreover, the implication during the learning process is the student should read the summary material based on the core book which has been by the researchers. It should be read before the class star, because the time in hybrid class just an hours, so the researcher should manage the time. Next, in the learning process the students get smart chart which related to what they read before. The students whose study from home also get the same activities. The students should solve the case from the smart chart (every material has differ rent activities). Then, to give the strong point about the material, in the end of session the researcher give summary material toward learning vide which has been uploaded in You Tube Channel. Last, after the students saw the video learning, again

they should finish their case and upload the assignment in Google Class room. Bellow some notes that researcher get from observation sheet in tring out phase:

Table 3. The Conceptualized Critical Construct from Reading Skill which served in Productive Reading Technique (Sulistyo,2011:41)

Planning survey and *question activity	Analyses (The Students' need) *question, read and recite activities		Evaluating *question and review activities
Reading level/Strategies	Dimensions/variables/indicators	The Material's	The Target of Goal
Stimulate in Critical Thinking (domain skill)	**Word Attack** *1. Deducing the meaning in* • *Word/phrase* • *Denotation and connotation* **Sentence Attack Skill** **Interpreting** 1. Sentences Meaning • Structure of prediction • Making Reference 2. Meaning through sentence connection by making use of transition words • Verb, adjective or adverbs • Words or phrase **Text Attack Skill** Text structure 1. Identifying the Topic of Paragraph 2. Understanding the Main Idea and Supporting details of a paragraph 3. Understanding the Organization of a Text **Text content (in literal, inferential or critical reading stage)** 1. Concluding factual information • Finding detail and specific information: who, what, when, why, how 2. Evaluating expressions in a context • Identifying expressions containing fact and opinions, evidence, and definition. 3. Understanding meaning from the information of the text	1. photograph, drawings, 2. table or data, 3. word, phrase, sentence, or text, 4. stories, or 5. written dialogue, 6. movies, or 7. song	• The students can observe or survey the material with critically. • The students can collect the information by questioning to know the • The students understand the text or information • The students can recite the information with their new ideas or concept. • The students can communicate their reading skill with oral and written product.

Note: the question usually comes in unpredicted time

Related to table above, the Productive Reading Technique was focus on reading skill and the activities are planning, analyzing and evaluating to solve the students' problem in the instructional document. Those areas specifically were represented the target of goal of this product as same as the academic English for Under Graduate Program.

2. Discussion

In product validation, the reseacher use the expert validation which has same interesting in linguistic aspect, especially in Sociolinguistic subject. The researcher had done some steps in implementing the try out with developing the syllabus and making lesson plan of the chapter which is trying out, doing the lesson plan, observing the learning process, taking picture/recording of the activity, filling questionnaire (students), reporting it.

Table 4. The Students' Reading Skill

No	Items question	Reading sub Skill Before and After using Productive Reading Technique	
		Before Implementation	After Implementation
1.	Understand kinds of texts/functions/general structure of the text.	64%	77%
2.	Understand the main idea on the texts.	64%	80%
3	Understand the topic of texts	80%	80%
4	Doing skimming to find the detail information	77%	83%
5	Doing scanning to find the specific information	77%	83%
6	Finding the difficult word from antonym and synonym	70%	80%
7	Understand how to find reference on the text	77%	87%

Reading sub skill is the important thing form reading process, especially in reading sociolinguistic core book. In the preliminary study, the researcher directly teaches the students without Productive Reading Reading Technique, than the result could bee see at the table above. In trying out process, the researchers used Productive Reading Technique for the students. So here, the researchers prepare the summary of sociolinguistic material. The students read the summary before the class start. When the the sociolinguistic class started, the students had been received smart chart as the case. The students should be complete the smart chart and give the detail information. Surprisingly, this method is effectively to stimulate the students' communication in small group and also their critical thinking analyzed the case. In summary, the students could understand the reading sub-skill as the important skill in academic English

Table 5. The Students' Motivation studiying Sciolinguisti

No	Items question	The Students' Motivation in Before and After using Productive Reading Technique	
		Before Implementation	After Implementation
1.	Following the Sociolinguistic Subject	80%	100%
2.	Answering the questions	58%	87%
3	The material have good contribution in the learning prcess	80%	93%
4	The texts which served could understand without trans tool	61%	80%
5	The material which learn suitable in formative test	70%	96%

The students' motivation in table 5 also increased in English subject even tough the material base on the critical thinking level and reduce the remembering level. The comprehension text which

served in the supplementary material was stimulated the students' interesting to study reading. Last, Productive Reading Skill could to stimulate the students' critical thinking in Sociolinguistic subject. In the learning process, most of the students used their critical thinking to answer the question and assignments related to the reading material by giving explanation, comparison, analysis and summary toward the reading sub-skill as the target of goal in this supplementary.

Table 8. The Students' Critical Thinking

No	Items question	The Critical Thinking Before and After using Productive Reading Technique	
		Before Implementation	After Implementation
1.	Understanding the materials with group discussion	74%	80%
2.	Understanding the materials from individual	67%	77%
3	Give the explanation about the material which is discuss	77%	80%
4	Active to ask and question	77%	77%
5	Explain the comparison	74%	83%
6	Explain the cause and effect	58%	96%
7	Make the summary or brief information	41%	87%
8	Doing assignment with responsibility and on time	87%	90%

The product and development got revision from empirical validation during the trying out product and the expert validations during the implementation. First, the researcher has designed the activities in six chapters during the second semester. Actually, every chapter focused on the reading sub-skill learning sociolinguistic to make the students really understand about the materials. But because of the limited time, the researcher should be put all of the reading-sub skill in short meeting. The weakness also came from the quality of reading supplementary material. The reading material served in online r paperless, so the researcher should be printed out all of the material as same as with the prototype which has made for the expert validation. It makes some pictures and text unclear, fortunately the expert could follow the link which sociolinguistic material servers toward blog and YouTube.

CONCLUSION

The material developed in this research was focused on the sociolinguistic subject in reading skill, but the effect not just reading skill but also in speaking, listening and writing. The students stimulate their speaking skill when they have discussion, sharing their idea, question and answer the questions, and make the summary in front of the class. The students also sharp their listening skill during learning process in the whole activities. Then, they also increase their writing ability when the students make summary and doing their assignments'. The sources of the material were taken from several sources. The researcher selected, adopted and adapted those materials considering to the students' need and was appropriate with the standard competence and the basic competence on the syllabus. This product and development helped lecturer in providing the material that was rarely provided in the previous text book. Moreover, it aimed to help the students have more chance in reading practice in scientific book such as sociolinguistic book. It implied that the material designed in line with the Productive Reading Technique method used the performance task to stimulate the students' critical thinking and support the standard curriculum in the learning process. Therefore,

the implication of this supplementary material did not just in reading skill but also the communicative skill and the written skill.

Suggestions for the lecturer and students, this supplementary material can be use in teaching reading activities for the English students to improve the students' reading skill. Not only help the students, this product and development can be used to help the lecturer in providing the materials related to the students' need and the standard curriculum. Moreover, this product and development is only one of the alternatives for the lecturer and the students. It is also possible to combine this supplementary material with other sources.

In implementing of product and development, the validations are suggested to split-up the reading sub-skill in every chapter in sociolinguistic. It is because learning all of the reading sub-skill in a chapter is difficult condition for the students. They need time to study the reading sub-skill, yet they also need more practice. The researcher gave the positive response of this suggestion because it is support the researcher designed at first. The following suggestion also explained by the internal validation to make this supplementary material in book version.

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