CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented some result and discussion dealing with the objective of study. The research findings are based on the field data and it will be discussed trough the discussion of the result of the data analysis.

A. Research Findings

1. The Relevance of Writing Material In the Coursebook Designed by Students of IMALT Class English Education Teacher Department With K-13

In this chapter, writing material was analyzed in the coursebook designed by students of IMALT Class. The sample of this study wasa coursebook designed by students of IMALT class. It is belonged to IMALT class B. It was expected to know the relevance or the appropriateness of writing material designed by students based on the Core Competency 4 (KI-4) and the Basic Competence of K-13 (KD).

Based on Curriculum of 2013, the structure of K-13 consist of organizing of core competency, subjects, the load time of learning (the whole load of activities that must be followed by students in one week, one semester, and one year), and basic competencies.[1] However, the researcher limited to

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[1]PeraturanMenteriPendidikandanKebudayaanPemerintah Indonesia, Permendikbud., *SalinanLampiranPeraturanMenteriPendidikandanKebudayaanRebublik Indonesia Nomor 68 Tahun*

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focus on the related topic to the Core Competency 1, 2, 3, 4 (KI-1, KI-2, KI-3, and KI-4) and Basic Competency (KD) which is formulated to achieve goal of learning.

The Coursebook designed by students of IMALT class consist of seven chapters, which has decided topic about "UNYIL" as figure or the theme. They thought that UNYIL was the best choice to have the theme or character of the coursebook designed. They thought that UNYIL was the most appropriate topic because all about UNYIL such as friend, family, story, etc include as Indonesian Culture that was good for education.[2] By taking UNYIL as the character, the students of IMALT class had to design the material, whichwas relevant tothe character. After that, they started to discuss with their fellow in a group to decide what skills or sub skills they had to be developed into good material. The group consists of 5 or 6 students in a group. After deciding what skills or sub skill chosen, they looked for the material preparation in the internet, book, workbook, others. During the process of working on the coursebook project, they met and discussed the challenges faced during designing material and gathered the material into one chapter with one condition that the material should use good design, interesting and suits to curriculum 2013. One chapter would be gathered broadly into a

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2013 TentangKerangkaDasardanStrukturKurikulumSekolahMenengahPertama/Madrasah Tsanawiyah. (Jakarta: Permendikbud, 2013), 6-8

[2] Interviewed with Agil AbdulRohim as IMALT Students.

coursebook design by IMALT students. In this finding the researcher limits to analyze one coursebook that is belongs to IMALT Class B. According to the field of data, class B was considered to analyze because all of the material in the class had been delivered by the lecturer and also the book more complete than IMALT class A.

The content of material stated above, one chapter should consist of numerous features of material which cover four skills: listening, speaking, reading, and writing. Then, additional sub skill such as language item, language function, language content which contain grammar and vocabulary, this chapter focused on analyzing writing material in every page of coursebook. The writing skill was puts in the end part of each skill. It showed that writing is a productive skill that need more practice, because through writing, the students can produce and show their idea in English ability to be more competence in English.

The followings are the result of identifying about coursebook designed by students of IMALT class such as: the topics, the list of contain, the result of the relevance of writing material with K-13.

a. Topics Stated in Cousebook

There are some topics in each chapter. The topic decided was the result discussion in every group, which consists of 5-6 students. After having discussion, the students decided the topic of each chapter, such as:

Table 4.1

Topic Developed by Students in IMALT Class

Topics
1. How are you? 2. Holiday 3. My job 4. My Pet 5. Thing around you 6. My hometown 7. UNYIL's Holiday

Topic of the coursebook decided would be developed more into the objective of this book, the list of contain arrangement, activity in every list. This purpose was as the arrangement to make easy the students to be focus in developing material.

b. The List of Contain in Coursebook Designed

Here are the examples of writing material which were developed by the students of IMALT Class in each topic. This table consists of the topics, the objective, writing activity stated in the coursebook.

Table 4.2

The Activities of Writing Material Developed

Topics	Objective/ Contain of the Cousebook	Writing Material/Exercise
1. How are you?	In this chapter, you will learn : a. Greetings b. Saying good bye c. Getting to know each other	Activity: 1. Complete chart by asking other students (name, address, and hobby). Then present it by make a describing text e.g. **Students chart** Name : Susi Address: Sidoarjo Hobby: Swimming **Students Present** My name is Susi. I am from Sidoarjo. My hobby is swimming. **Descriptive Text.** I have a friend. She is from Sidoarjo. Her Hobby is swimming. *See appendix I*
2. Holiday	In this chapter, you will learn: a. Where did you go? b. Days in a months	a. Write the times and phrase the time **(Activity 14)** b. Identify the structure of recount text(**Activity 15**)

	c. Sing a song d. Did he or didn't he? e. Who went were? f. Recount g. Functional Text h. Times	c. Write the time and write the phrase on the time based on the recount text(**Activity 16**) d. Write the recount text about your holiday(**Activity 17**) *See Appendix II*
3. My Job	From this chapter I will learn about: a. Kind of professions b. Duty of the professions c. Your Future's profession	a. Write short functional text (advertisement) b. Write short sentences correctly c. Write descriptive text correctly *See appendix III*
4. My Pet	In this Module, you will learn: a. Asking preference (like and dislike) b. Possessive (have and has c. Exclamatory adjective (How tame your rabbit is!)	a. Write descriptive text about your pet b. Can you identify your pet's c. Make a short letter to your friends about your pet d. Make a short letter to your friends about your pet e. Write reordering words in sentences!

	d. How to make an informal letter	*See appendix IV*
5.Things around you	In this chapter, you will be able to: a. Mention the things in the around the house b. Describe the things in the house	a. Fill the missing word below by using these words in the box to help! (things in the house) b. Mention these things from the picture below c. Describe the following pictures below by using your own language! *See appendix V*
6. My home town	In this chapter, we will learn: a. Indonesian culture b. Public places c. Direction, Sign &Others	a. Write about myself paragraph in 100 words b. Write Descriptive text *See appendix VI*
7. Holiday	We will learn: Instruction, notice, and sign We also learn: How to apologize and thank you	a. You will write about "notice in public place" and make a paragraph about the experience disobey the sign *See appendix VII*

The table above is a framework of coursebook designed focused on writing material developed by students of IMALT Class. The

researcher analyzed it by grouping the categories of topics, objectives, and writing material. It based on the seven chapters in a coursebook designed. The purpose of grouping the material developed was for knowing the writing material activities in the coursebook designed. The first column consist of the topics of material in every chapter. After deciding the topic, the students designed the objectives of the book include contain of the book, it is stated in second coloumn. Then, the researcher analyzed writing material developed and put it in the third coloumn. It is consist of the framework of writing material and exercises stated in coursebook designed.

c. The Result of Writing Material Developed in Coursebook Designed

This is the result of writing material designed by students of IMALT Class. The writer analyzed the result of writing material which matched with the standard basic competency of K-13 and showed the page and also gave the example of material to know the result of the relevance of writing material to the curriculum of 2013.
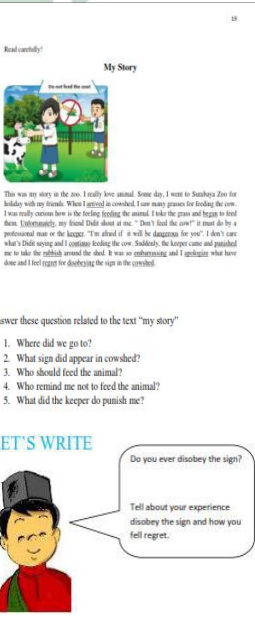
Table 4.3

The Result of Writing Material Developed

Basic Competency	Chapter	Topic	Page	Material/Exercises	Relevant
4.2 Developing simple oral and written texts to express, **asking, and respond to self-introduction,**with a very short and simple, with attention to social functions, text structure, and correct linguistic elements in context.	1	How are you?	22-23	*Appendix I*	√
4.3 Developing oral and written texts to express and ask for the name **of the day, the month, the name of the time of day, time in the form of numbers,date, and year.** With the correct linguistic elements in context.	2	Holiday	22-28	Appendix 2	√

4.5 Developing oral and written text to explain and **ask for identity,** with a very short and simple, with attention to the social function, the structure of the text and linguistic elements are correct and appropriate context.	3	My Job	20-29	*Appendix III*	√
4.6 Developing oral and written texts to express and ask for **names of animals, objects, and public buildings** are close to the students' everyday lives, with due regard to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	4	My Pet	3, 4, 5, 7, 8	*Appendix IV*	√
4.7 Developing written text label **name (label) and a list of items (list),** with due regard to the	5	Thing around you	20-25		√

social function, the structure of the text and correct linguistic elements and in context.				*Appendix V*	
4.8 Developing oral and written texts to express and **ask the nature of people, animals, and objects, taking into account** the social function, the structure of the text and correct linguistic elements and in context.	6	My hometown	10,13, 18,19-22,28	*Appendix VI*	√
4.9 Develop oral and written texts for states and ask **behavior / action/ function of the person, animals, and objects,** with the correct elements and appropriate language context.	7	UNYIL's Holiday	16-22		√

4.11 Developing **text instruction (instruction)**, the signs (short notice), **warning signs (warning/caution),** oral and written, very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	7	UNYIL's Holiday	17-18	*Appendix VII*	√
4.13 Developing oral and written **descriptive texts,** with very short and simple, about the **people, animals, and objects**, taking into account the social function, the structure of the text, an linguistic elements, correctly and in context.	7	UNYIL's Holiday	19	*Appendix VII*	√

After analyzing writing materials in the coursebook designed, the researcher put data on the display table included the example of the material. It proved to know the relevance of the writing material to K-13. In addition, to know the relevancies, checklist used to determine the writing material appropriate with K-13. Based on the result, seven chapters of writing material in a coursebook in line with nine basic competency of writing material, because the writing material activities developed by students appropriate with basic competency of K-13.

2. **The challenges faced by students of Instructional Material (IMALT) Class English Teacher Education Department in developing material that is relevant with K-13**

This is the result of the students' interview in the developing material that had the relevant coursebook with the Curriculum 2013 to answer the second research question was "what are challenges' faced by students of IMAL Class in developing material?" From this study, the research found that there are some challenges when students were developing material. According to the research, the several challenges found while developing the coursebook as follow:

a. The Challenges Faced by Students of IMATL Class

Challenges in developing material normally because of students' need, developing communicative content and also finding the appropriate resource. However, based on students' interview, they have different answer. Therefore,

the researcher categorized it into some codes to make it easy to analyze. All data interview has been displayed in a table. Those challenges have been categorized into 6 categories they are students' need, designed communicative content, appropriate resource, finding the idea, designed graphic, and limited time. The challenges found based on students' interviewed has been classified as follow:

Table 4.4

Challenges Faced by Students of IMALT Class

No.	Challenges faced by students in developing material	Code	Categories
1	The material developed unsuitable with student's need or not	Uncertain with student's need	
2	I feel difficult in deciding kind of exercise which is suitable along with lesson and students	Deciding Suitable Exercise	
3	I feel difficult kind design the material suitable to students level	Deciding to students level	Students' Need
4	Generalize the ability of students because students usually have the different quality/ability in English	Balancing student's level	
5	I feel difficult to create communicative materials that have one specific character yet still lay on students' need.	Deciding communicative material	

6	Balancing the material into appropriate	Balancing material	
7	Design the book more creative material	Designing creative material	
8	Deciding material which can grab our students' interest.	Designing interesting material	
9	Design the activities that build students' creativity	Deciding suitable material	Design communicative content
10	Unstable grammar used in the topic	Deciding grammar used	
11	Worried that material will be bored	Deciding material	
12	Arrange the material based on the topic	Deciding appropriate material	
13	Combining/balancing the material that is relevance to character	Relevant material	
14	Arranging and combining material into chapter	Arranging material	
15	matching the activities in receptive skills and productive skills, also for the sub-skills	Matching material into different skill	
16	Difficulty to make a teaching material which can make the	Deciding material	

	student active.		
17	Find the appropriate resource when the resource imported from foreign culture	Deciding appropriate resource	Appropriate Resource
18	Confused in finding interesting idea	Deciding interesting idea	Finding Idea
19	Graphic design to make over the interesting coursebook includedpicture,chart, and vise versa.	Designed picture	Design graphic
20	Time limited in designing material	Time	Limited time

b. The Effort of Students to Solve the Challenges

Besides the challenges faced in developing material, this result showed finding the effort of students to solve the challenges in order to design the good developing material. The result based on the categories of students' challenges, the researcher put in the first coloumn, for the second coloumn is the interviewed result of students' effort, the third coloum is code to make it simple, and the last is the categories of students' effort. It purposed to make it easy to describe because the students also have different answer in stating the effort. Therefore, the researcher categories the effort into two categories those are discussed and find the appropriate lesson.

Table 4.4

The Effort Done by Students in Solving the Challenges

No	Category students' challenges	Effort students done	Code	Category
1	Appropriate to student's need	• Language used suits to the level of students • Compare to students' book grade VII • I Find the resource from students book, teacher's book and internet • Discussed with friend in a group	Resource and Discussion	Find appropriate Resource and Discussed with Friends
2	Deciding Communicative material	• Suit with real life or students' experience/culture • Provide suitable picture • Language used need more interesting and appropriate	Students experience/culture, language used	Discussed with Lecture
3	Find the appropriate	• Filter it • Discuss	Decide appropriate	Find Appropriate

			resource	Resource
	resource when the resource imported from foreign culture			
4	Find the interesting idea	• Brainstorming • Search some resources to get data	Resource	
5	Design picture of book	• Discussed with friend who mastered in design graphic	Discussed	
6	Limited time	• Managing the time to do the activity fast and appropriately • Discussed with friend in a group • Adapt the material	Do and discuss	Discussed Discussed

Here are the description of both challenges and effort in developing material:

a. Students' Need

Based on the interview, many students thought that students' need became one of the challenges faced by students of IMALT Class, they thought that the material had been developed appropriate to students' need of grade VII junior high school or not. Whether the material was too easy

or too difficult, whether it could achieve the goal or objective or not. This was because the students did not design material for the real learners in school. Therefore, there was no feedback gotten from student of IMALT class. The challenges were not a big deal for them because they could anticipate the problem by finding many resource related to curriculum of 2013. Thus, the students would have visible imagination to develop material based on K-13 by searching information on students' book, teachers' book, and some related recourse in the internet. In addition, they discussed with friend to make it suitable to students need, and in order, the goal and objective would be clear and appropriate.

b. Design Communicative Content

Textbook of curriculum 2013 provides so many activities and practices. Most the activities and tasks were encouraged the students to act and be involved. However, many students of IMALT class faced that it was difficult to design communicative material especially in content. For instance, making an appropriate material based on theme, balancing material into "BukuBerkarakter". It made the students feeling doubt that the book is less interesting for students. However, the challenges could be managed by students of IMALT class by identifying the content related to real life situation, experience/culture students' target, providing suitable picture, and language used applied such as vocabulary selected which

appropriate with students' level. Those things made the content of material more interesting.

c. Appropriate Resource

Finding the appropriate resource is really important in developing material, by having adapting many resources students will have a better and more reliable coursebook. Unfortunately, the students thought that it was difficult to adapt material from foreign resource. They needed to filter it and changed it into Indonesian culture. However, it also was not big deal, because the studentscould recheck the resource and fit it into Indonesian culture especially developing material into "BukuBerkarakter" of K-13.

d. Limited Time

When students developed material in coursebook designed, there was one of the challenges faced by students of IMALT class.Limited time in developing material was faced by students because students of IMALT Class given for about 2 weeks to developed material. The challenge was not big deals because the student could overcome by managing the time to do the duty fast and appropriate by looking for the relevance resource and discussing with friend in their group.

e. Deciding Interesting Idea

Coursebook of 2013 is Buku Ajar which different from another book. It provides material as "BukuBerkarakter" which show the material just like story. It seemed new for students to be developed, that is why need deeply interesting idea to develop a suitable book for learners. Find the idea in the first time needed deeply concentrate so the student felt it confusing to do this. Finally, the idea could be developed by finding the appropriate resource to make it suitable with K-13.

f. Graphic design

Something interesting from K-13 book is that it provides many pictures. Showing the book as like story needs more design rather than usual book. This became a problem for a few students because they have not mastered yet in designing something. However, it also became no big deal because students could ask for help for the other students mastering design graphic well.

B. Discussion

1. **The Relevance of Writing Material In Coursebook Designed by Students of IMALT Class English Education Teacher Department With K-13**

Based on the result of the relevancies of writing material based on Basic Competence stated curriculum 2013, the researcher found that the coursebook designed by students of IMALT Class is relevant to Curriculum of 2013. It proved that the writing material activities which has developed by students was the same activity stated in basic competence of then the researcher makes it in percentage to K-13. Those are self introduction in chapter 1, the day, the month, the name of the time of the day in chapter 2, identity in chapter 3, names of animals, objects in chapter 4, name (label) and list of item (list) in chapter 5, the nature of people, animals, and object in chapter 6, the nature of people, animals and objects in chapter 7, test instruction, the sign (short notice), warning sign, and the last is descriptive texts about the people, animals and objects.

This is in line with basic theory of Curriulum 2013, the theory stated is based on standard-based education, and competency-based education. Standard-based education established the National Education Standard as the minimum standard quality such as, specifically Content Standard of education, Standard Process, Graduates Competency Standards, Educators and Administration Standards, Infrastructure Standards, Management

Standards, Financial Standards and Evaluation Standards.[3] Therefore, Curriculum 2013 is designed to provide a board learning experience for students to build the ability of behavior, knowledgeable, and action. Those aspects can be achieved by providing coursebook to build leaning experience of student that is relevant to the Standard National Curriculum of 2013.

2. **The Challenges and Effort Faced by Students of Instructional Material (IMALT) Class English Teacher Education Department in Developing Material that is Relevant with K-13**

The second research question; what are the challenges students of Instructional Material (IMALT) in developing material that is relevant to K-13? From this study, it was found that there are some challenges faced by students in developing material. Those have been categorized into:

a. Students' need

Based on the theory of Richard, need analysis should be carried out in developing material after determining objective and learning goals. Different types of students had different language needs and what they were thought should be restrict to what they need. Therefore, it is in line

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[3]PeraturanMenteriPendidikandanKebudayanPemerintah Indonesia, Permendikbud.,*SalinanLampiranPeraturanMenteriPendidikandanKebudayaanRepublik Indonesia No. 68 tahun 2013*. (Jakarta: Permendikbud, 2013), 5

PeraturanMenteriPendidikandanKebudayanPemerintah Indonesia, Permendikbud.,*SalinanLampiranPeraturanMenteriPendidikandanKebudayaanRepublik Indonesia No. 32 tahun 2013*. (Jakarta: Permendikbud, 2013), 1

with the challenges of student's need faced by the students of IMALT class.

Furthermore, Richard gives statement that students' need become an essential thing in developing material.

The purposes of need analysis according Richard were:[4]

1) To find what language skills a learner in learner needs

2) Determine existing course adequately addresses the need of potential students

3) To determine which students from a group in deed of training particular language skill

4) To determine the language characteristic of those transaction

In addition, need analysis takes responsibility to take account cultural, political, and personal characteristics of students as the curriculum which is developed in order to plan activities and objectives that are realistic and purposeful.[5] Based on the data field, need analysis became a challenge of IMALT students in developing material, because the students did not deeply analyzed about students' need in a real life. This was because the students just developed the coursebook based on their experience and

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[4]Jack C. Richard, *Curriculum Development in Language Teaching,* (Cambridge: Cambridge University Press, 2001), 52

[5] Jack C. Richard, *Curriculum Developing ...* 263

became a practice and preparation in the class before they teach for a real life.

b. Design Communicative Content

Communicative material designed by students of IMALT class was more detail in its content. The challenges were designing uncommunicative material. As Richard's statement, course contents probably became the most basic issue in course design.[6] Because designing communicative content need much guidance and appropriate lesson to the learners. The content should consist of the culture decision about course content that reflect the planners' assumption about the nature of language, language use, and language learning. These can be organized as efficient basis for second language learning.[7].The material purpose should have the interesting contain, well-organized, appropriate with students' proficiency level, and appropriate with students' need.[8]Therefore, it is in line with the content focused on the material that was relevant to K-13 the material should have purpose communicative content and it is quite hard since the students was developing material. As the statement from some of students, the activities used in the coursebook are the activity in process of learning which contained design and

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[6]Jack C. Richard, *Curriculum Developing …*263
[7] Kathleen Graves, *Teacher as Course Developer.* (Cambridge: Cambridge University Press, 1995), 9
[8] Kathleen Graves, *Teacher as …., *20

complete with the example worksheet in order that learners would be able to learn something relevant with real life.

c. Find Appropriate Resource

Based on the data, find appropriate resource became one of challenges. Here, focuses on selecting or adapting the resource taken from foreign resources since many material references exist in English resource. Graves also stated in her book "Teacher as Course Developer" that course design depends on the constraints and resources of developer situation and how they perceive them.[9] Therefore, reference become a challenge since developer needs to use their chosen to determine which aspect what is useful and appropriate to work with teacher and learner experience or culture

As the statements of Richard, material development should provide appropriate resource in order the good material would be more interesting and appropriate with real life of learners.[10] In order that the coursebook made is appropriate, adapting material is critically needed. Thus, choosing materials is not the only thing that should be well conducted by the developer, but also adapting material. Richard stated that the techniques to adapt materials are as follows:[11]

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[9] Kathleen Graves, *Teacher as ….,* 9
[10] Jack C. Richard, *Curriculum Development…* 265
[11]Jack C. Richard, *Curriculum Developing …* 263

1) Select appropriately from what is available

2) Be creative with what is available

3) Modify activities to suits learners' need

4) Supplement by providing extra activities

d. Deciding Interesting Idea

The data taken from students' interview showed that students had the challenges faced in deciding interesting idea to start developing material. Cunningsworths stated that one of coursebook roles in language teaching is as a stimulation and idea for classroom activities source.[12] Furthermore, Graves also stated that interpreting the idea and starting the new content become the issues of course developer since the course developer interpret the new content trough their existing understanding and experience on the basis of what they already now.[13].

Before starting to develop material, the material developer should have the experience related to what they want to do with the material in order the material is useful for students. This case is suitable with students when starting developed material, they need to find the idea that appropriate with curriculum of 2103 with the basic of this basic acknowledgement is the book with real life or experience of the learner.

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[12] Alan Chunningsworth, *Choosing Your Coursebook* (Cambridge : Cambridge University Press), 1995, 7
[13] Kathleen Graves, *Teacher as ….* 2

e. Graphic Design

Based on the data interview, in design graphics means that the material developer should use to increase students interest in learning the book, the book of K-13 provides many pictures in real life situation. Therefore, that teacher should use picture related to the material developed. Unfortunately, not many students were able to design the picture into organizing material into good chapter,the students ask for help other fellows and discussed it to design material with interesting book.

f. Limited Time

Theory explained by Graves that developing new materials and activities need to consider the time and clear sense of why they will be used, how, and by whom.[14] Because of time that is limited, material developer thought that is one of the challenges of student of IMALT Class in designing material. In IMALT class, the students were required to develop materials became a coursebook designed that is appropriate to K-13 in two weeks. This reason did not become big deals because student could adapt to the existing materials quick because the materials did not fit to the available time. This reason was certainly becoming a choice to shorten the limit time. Therefore, it is impossible to extend all the materials on textbook of curriculum 2013.

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[14] Kathleen Graves, *Teacher as …*, 26