

INTRODUCTION

A. Research Background

A coursebook plays an important role in teaching. It facilitates students in learning activities because a coursebook offers advantages which constitute useful resources for both teacher and language learner.¹ Most teachers consider coursebook as valuable aids that offer useful material and support students' need to guide them in the process of learning. A coursebook reinforces teachers' work and offers material for further learning and resource. Therefore, a coursebook provides teachers and learners with a structure of teaching and learning, methodological support and opportunities for revision and preparation.

In order to meet students' need to learn English based on their level, teachers are encouraged to be able to develop materials in coursebook. Developing material is essential because the material used will control teaching and learning process. The material provides by teacher will make it possible for students to review and prepare their lesson. In addition teacher should be able to develop coursebook, because it is involved to prepare in teaching and learning which starts with learning goals and seeks to create activities that enable that goal can be reached by students.²

¹ Jakovos Tsiplakides, "Selecting an English coursebook: Theory and Practice". *Theory and Practice in Language Studies*. Vol. 1 No. 7 , pp. 758-764, July 2011, 758

² Alan Cunningsworth, *choosing your coursebook*, (cambridge : Cambridge University Press), 1995

In line with the important of developing material, students of English Teacher Education Department are expected to be able to develop a coursebook. As the candidates of teacher, they must use materials that are relevant to curriculum 2013. Moreover they also required to implement problem solving, approach of creating an environment atmosphere that allows the learning process. In addition, students should develop a coursebook for

⁴ Kathleen Graves, *Designing...*, 150

⁵ Alan Cunningsworth, *Choosing your Coursebook*. (Cambridge: Cambridge University Press, 1995), 7

Since July 2013 the Ministry of Education and Culture of Indonesia has implemented a new curriculum called Curriculum of 2013 (K-13). Based on the standard point of educational policy stated in Regulation Government Number 19 Year 2005 which has been regenerated into Number 32 Year 2013 about National Education Standard, coursebook materials are included the means of education which need to be regulated in standards quality, as well as other educational standards quality, those are: Contents of the Standards of Education, specifically Content Standard, Standard Process, Graduates Competency Standards, Educators and Administration Standards, Infrastructure Standards, Management Standards, Financial Standards and

[illegible]

Therefore, as the teacher candidates, the students of IMALT class need to be able to develop teaching materials that are relevant and appropriate with the curriculum. In addition, the coursebook is expected to meet the students' needs. The new policy on curriculum, among other things, is intended to empower teachers to develop to learning activities relevant to the learners' need, actual condition of the school, as well as the necessity to link it to the environment. Central Government provides guidance in developing competency base school level curriculum. The Curriculum Center at the Office of Educational Research helps the schools develop their own

[illegible]

curriculum by providing curriculum models that can be implemented at school level.⁸

vocabulary, grammar, pronunciation as well as language skills such as reading, listening, speaking, and writing. Teacher should consider the material development which contains the material to build the ability of students to communicate and write, it can be seen from two aspects, namely: communication verbal and written communication. In oral communication, teacher must equip students with good pronunciation, grammar, and vocabulary, on written personal communication; teachers must equip the students with knowledge of correct writing and spelling.¹²

13) as their final project. The lecture is expected that students of IMALT class must be talented in developing material that relevant to the latest curriculum in Indonesia (K-13) because the curriculum in Indonesia has transformed many changes and automatically the coursebook used always changed depend on curriculum. Therefore, the candidate of teacher must be ready to faced the changes by designing coursebook relevance to K-13.¹⁶

In this research, the writer is interested in analyzing the writing material design by students of IMATL based on Indonesian Curriculum of 2013. There are some reasons of why it is focused on writing material. Firstly, writing is the hardest skill that require to the learner in conveying the message or information. In general, the writing material consists of many components; consist on content's organization, grammar, vocabulary, and mechanism of writing. It means that writing not focus than one skill but it is also integrated, writing is a language skill that absolutely requires the learners to pay attention in improving the quality of writing materials, Beside, Writing is a tool of communication which cannot be separated for human life, through writing learners can express the idea, feeling, or knowledge.¹⁷ Therefore, those reasons are important to carry out a study to analyze students of IMALT class in writing material skill designed.

¹⁶ Interviewed with Afida safriani & Rizka Safriani, IMALT Lecturers

¹⁷ Jeremi Harmer, *The practice ...*, 255

materials in coursebook
education in the Facu
rabaya.

Question

on the background of study which is the research question below:

Writing materials designed by Students of

Question

on the background of study which is explaining
the research question below:

Writing materials designed by Students of IMAL

- designed by Students of
Department relevant with K-13
led by students of Instruction
Education Department in

¹⁸ Hifniyah “*An Analysis of Listening Materials in “English Zone” Coursebook for second grade of Senior High school Students, 2012*”. (Surabaya: IAIN Sunan Ampel Surabaya, 2012)

Based on the background of study which is explained above, the writer formulates the research question as follow.

- ## D. Significances of the Research

1. For lecturer

2. For students

3. For Future Material Developer

4. For Future Research

It is expected this research can give contribution for further research in analyzing textbook especially in focusing another skill to be developed.

The scope in this research focuses on writing materials in the designed coursebook by students of IMALT Class. The evaluation is checked the writing material to the basic competency of Indonesian Curriculum of 2013 (K-13) to know whether it is relevant or not.

The challenges in this research mean the problem that students faced in developing material that is relevant to K-13. Those challenges must be solved by students of English Teacher Education to improve their way in developing material. Therefore, this research is conducted at English Teacher Department State Islamic University Sunan Ampel Surabaya.

1. Content Analysis

1. Content Analysis

2. Writing Material

2. Writing Material

In curriculum of 2013, writing material activities stated at Core Competency four (K.4) Syllabus K-13 that is trying, processing, and showing in the realm of the concrete (using, analysing, composing, modifying , and creating) and the real of the abstract (writing, reading, counting, drawing, and arranging) in accordance with that have been

²⁰ Alan Cunningsworth, *Choosing ...* 88

in final examination project as the ultimate goal for passing the course. Students of IMALT Class have to design coursebook based on curriculum of 2013 (K-13) because this curriculum is the recent National curriculum implemented in Indonesia.²⁴