#### **CHAPTER I**

### **INTRODUCTION**

#### A. Research Background

A coursebook plays an important role in teaching. It facilitates students in learning activities because a cousebook offers advantages which constitute useful resources for both teacher and language learner. 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.<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> 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

<sup>&</sup>lt;sup>2</sup> Alan Cunningsworth, chosing your coursebook, (cambridge: Cambridge University Press), 1995

Developing material is the planning process by a teacher to create the units that will help students to achieve the goal and objective of the course.<sup>3</sup> In a sense, it is the process of making the syllabus more specific. Teachers develop syllabus into material and activities that will be used in the classroom. For a teacher, designing a course material development means creating, choosing, and organizing the materials and activities so that students can achieve the objectives and the goal of the course.<sup>4</sup> In addition, developing material is often taken from another coursebook which provide initial framework which can be adapted by teachers to suit the needs and learning style of students. It provides structure and a syllabus for a program, helps to standardize instruction, maintains quality, and provides a variety of learning resources because a coursebook helps teachers save the time teaching, provide effective language models and input, and build visually interest students to be more attractive for them.<sup>5</sup>

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

<sup>&</sup>lt;sup>3</sup> Kathleen Graves, *Designing Language course : A Guide for Teachers*(Canada: Henle & Henle Publisher, 2000), 149

<sup>&</sup>lt;sup>4</sup> Kathtleen Graves, *Designing*... ,150

<sup>&</sup>lt;sup>5</sup> Alan Cunningsworth, *Choosing your Coursebook*. (Cambridge: Cambridge University Press, 1995), 7

solving on the challenges the implementation of K-13. The challenges faced was the changes of curriculum. In the course of history since 1945 (Independence Year), the national curriculum of Indonesia had undergone change several times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, curriculum of KTSP 2006 (School Based Curriculum), and the latest curriculum of 2013 (best understood as K-13).<sup>6</sup> Those amendments are logically consequences of political issue, government system, social cultural, economic, science and technology change in the living of state community. Therefore, the curriculum as a set of educational plans should be developed dynamically in accordance with the demands and changes that occur in society.

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

<sup>&</sup>lt;sup>6</sup> UK Essays, "The National Curriculum Of Indonesia And Its Changes Education Essay". [online]. Available from: (<a href="http://www.ukessays.com/essays/education/the-national-curriculum-of-indonesia-and-its-changes-education-essay.php?cref=1">http://www.ukessays.com/essays/education/the-national-curriculum-of-indonesia-and-its-changes-education-essay.php?cref=1</a>, accessed on March 21, 2015)

Evaluation Standards.<sup>7</sup> Related with the government's decision on K-13, the coursebook used must have content validity, a systematic presentation, language used and functional graphical. The expediency of coursebook is determined by the appraisal which is conducted by The National Education Standards of Indonesia (BSNP) based on the minister of education. The policy of coursebook as stated in Minister of National Education Regulation (PERMENDIKNAS) number 11 year 2005 set about the function, the selection, the use, ownership, procurement, and supervision on the use of coursebooks. Therefore, teachers should develop materials that are relevant to the standard of K-13. If materials are not prepared according to curriculum, it means that the teaching materials do not guarantee the achievement of the specific objectives of the lesson.

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

<sup>&</sup>lt;sup>7</sup> Peraturan Menteri Pendidikan dan Kebudayan Pemerintah Indonesia, Permendikbud., Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 32 tahun 2013. (Jakarta: Permendikbud, 2013), 1

curriculum by providing curriculum models that can be implemented at school level.<sup>8</sup>

However, English teachers often have a difficult time selecting an appropriate coursebook that will suit the needs of their Students and is in accordance with the curriculum. 9. For example the use of coursebook for grade VII Junior High School. One of teachers told that the coursebook is complicated. For instant, the material providing in coursebook is too easy for students, the complicated assessment, supplying book obstruction, teachers' readiness to implement K-13 in school and others. 10 In addition, based on the news of Liputan 6.com the biggest problem faced in 2014 was about the delaying of coursebook distribution. The delaying of student's book for curriculum in 2013 felt strongly inhibits the learning process in schools, various ways also have been taken so that students do not miss the lesson. 11 It is feared the obstruction of procurement supplying student's handbook will disperse students learning activities. Therefore, teachers or the candidates of teacher should be able to bridge the lack of coursebook by providing material needed, such as developing material. So that students comprehend teaching learning in order to achieve learning objectives.

In developing coursebook, teacher should consider to include language content and language skill in developing material. Language content involved

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<sup>&</sup>lt;sup>8</sup> Jakovos Tsiplakides, Selecting an English ... ,759

<sup>&</sup>lt;sup>9</sup> Jakovos Tsiplakides, Selecting an English ... ,759

<sup>&</sup>lt;sup>10</sup> Interviewed with Sudiarti, S. Pd English Teacher at SMPN 26 Surabaya

<sup>&</sup>lt;sup>11</sup> Liputan6.com - "Buku Kurikulum 2013 Tak Tersedia, Sekolah 'Berimprovisasi'", (http://news.liputan6.com/, accessed on March 19, 2015)

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 built 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.<sup>12</sup>

In learning some languages, there are two main skills that need to be controlled, namely skills of receptive and productive skills.<sup>13</sup> Receptive skills include listening skills and reading skills, and productivity skills consist of speaking skills and writing skills.<sup>14</sup> Writing and speaking was the output while reading and listening are input that must be trained to produce to obtain good output. The topics for productive well known for language students and they are highly needed to face them in everyday life or while exploring to native language. <sup>15</sup>

Developing a course book is the ultimate goal for students of English Teacher Education Department who take the course Instructional Material (IMALT). The students have to design a coursebook for seven (VII) grade Junior High School that is relevant with Indonesian Curriculum of 2013 (K-

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<sup>12</sup> Alan chunningsworth, choosing ..., 31

<sup>&</sup>lt;sup>13</sup> Jeremi Harmer, *The practice of language teaching (Third Edition Revised and Updated)*. (Cambridge: Longman), 199

<sup>&</sup>lt;sup>14</sup> Jeremi Harmer, The practice ..., 246

<sup>&</sup>lt;sup>15</sup> Jeremi Harmer, *The practice* ..., 247

13) as their final project. The lecture is expected that students of IMALT class must be tallented 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 relevace to K-13.<sup>16</sup>

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.

<sup>&</sup>lt;sup>16</sup> Interviewed with Afida safriani & Rizka Safriani, IMALT Lecturers

<sup>&</sup>lt;sup>17</sup> Jeremi Harmer, *The practice* ..., 255

The previous studies that have similar with this study was a research by Hifniyah. She is focusing in analyzing coursebook. entitled *An Analysis of Listening Materials in "English Zone" Coursebook for second grade of Senior High school Students, 2012*. This study analyzed the appropriateness of listening material an English coursebook entitled "English Zone" for eleventh grader by Erlangga on 2010 to the indicator of English Coursebook based on basic competence in KTSP. <sup>18</sup> The similarity of this research with Hifniah's research is analyzing coursebook which is appropriate to the curriculum or not. On the contrary, the difference of this research with the previous study is analyzing the writing materials in coursebook design by students in IMALT Class English Teacher Education in the Faculty of Education Teacher Training in UIN Sunan Ampel Surabaya.

# **B.** Research Question

Based on the background of study which is explained above, it is formulated the research question below:

- Are writing materials designed by Students of IMALT class English teacher Education Department relevant with K-13?
- 2. What are challenges faced by students of Instructional Material (IMALT) Class English Teacher Education Department in developing material that is relevant with K-13?

<sup>&</sup>lt;sup>18</sup> 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)

### C. Objectives of the Research

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

- 1. To know whether writing materials designed by IMALT students are relevant with K-13
- 2. To know the challenges faced by students of IMALT Class in developing material that is relevant with K-13

# D. Significances of the Research

It is expected that this study will useful for:

#### 1. For lecturer

This research is expected to give feedback to teachers that students how to develop writing material in designing the coursebook and become consideration in applying the material for the future and to prepare what the students' need to make a coursebook before they practice it.

#### 2. For students

It can give feedback to improve their ability in material development for designing coursebook.

#### 3. For Future Material Developer

It is expected this research can give contribution for further material developer in designing coursebook that is relevant to K-13.

#### 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.

### E. Scope and Limitation of the Research

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 object of this study is the students of English Teacher Department who have taken IMALT class. There are two classes provided by English Teacher Department. The researcher chooses the class who was taught by Afida Safriani, M. A. because students developed material by designing coursebook grade VII Junior High School. However, after analyzing two of coursebook provided. The researcher limits the discussion of one coursebook that is more completed, that is belongs to IMALT Class B, in addition the material discussion in the class which has been taught by the lecturer was more complete rather than another class. For that reason, the researcher used coursebook that has designed by IMALT B Class.

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.

### F. Definition of Key Terms

#### 1. Content Analysis

Content or document analysis focuses on characteristics of material. It means that a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. <sup>19</sup> This Content analysis method was commonly used in education.

## 2. Writing Material

Writing material here means a product of students in designing writing skill material in coursebook. It is such activities in coursebook which are normally controlled or guided kind, where a model is given and the student's task to produce something similar, usually based on additional information given. The types of writing task given can be quite varied and included writing factual accounts such as a report for a newspaper, filling in grids, writing notes, making list and others.<sup>20</sup>

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

<sup>&</sup>lt;sup>19</sup> Donald Ary, et.al., *Introduction to Research in Education* (Canada: Wadsworth, Cengage Learning, 2010, 2006), 457

<sup>&</sup>lt;sup>20</sup> Alan Cunningsworth, *Choosing* ... 88

learned in school and other similar sources in viewpoint / theory.<sup>21</sup> This core competency will develop Basic Competence (KD).

#### 3. Coursebook

In education, a cousebook is part of the continuity of education. With coursebooks, the implementation of education can be more smooth. Teachers can manage learning activities effectively and efficiently trough the means of coursebooks. Students also can track on learning activities maximally by means of a course. Coursebooks constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives.<sup>22</sup>

In this study, a coursebook focuses on coursebook design because Teachers as course developer, as teachers are increasingly being called upon to design the courses they teach.<sup>23</sup> Therefore, it is implemented by students of IMALT Class English Education Department who as Coursebook developer. They designed a coursebook, which consist of developing material design into some language skills, and language content in each group and to be composed become one chapter and broadly developed into a coursebook. The cousebook design stated above is the product of IMALT Students' English Teacher Education Department

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<sup>&</sup>lt;sup>21</sup> Peraturan Menteri Pendidikan dan Kebudayaan Pemerintah Indonesia, Permendikbud., *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Rebublik Indonesia Nomor 68 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. (Jakarta: Permendikbud, 2013), 58-61

<sup>&</sup>lt;sup>22</sup> Alan Cunningsworth, Choosing ... 5

<sup>&</sup>lt;sup>23</sup> Kathleen Graves, *Teacher as Course Developer*. (Cambridge: Cambridge University Press, 1995), 1

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.<sup>24</sup>

### 4. Challenges

Developing material is required for teacher in order it is able to achieve learning objective in the class. However, developing material is a hard task.<sup>25</sup> Therefore, it is become challenges in developing material. Challenges based on Graves means that the issues or the situation of being faced with someone that needs great mental or physical effort in order to be done successfully.<sup>26</sup> Furthermore, challenges in this research means the issues or the difficulties faced by students in IMALT Class in developing material, and also effort of students to face the difficulties in developing material.

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 $<sup>^{24}</sup>$  Peraturan Menteri Pendidikan dan Kebudayaan Pemerintah Indonesia, Permendikbud., Salinan Lampiran ... , 1

<sup>&</sup>lt;sup>25</sup> Azadech Gholaminia Tabari, "Challenges of Language Syllabus Design in EFL/ESL Contex". *Journal Language Teaching and Research*. Vol. 4, No. 4, pp. 869-873, July 2013, 869

<sup>&</sup>lt;sup>26</sup> Kathleen Graves, *Teacher as Course Developer*. (Cambridge: Cambridge University Press, 1995), 1