

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents some result and discussion dealing with the object of the research. the research findings are based on the field data and it will be discuss trough the discussion of the result of the data analysis.

A. Research Finding

The objective of this research is to find out The relevance of speaking materials in course book designed by students in IMALT class In English Education department in UIN Sunan Ampel Surabaya with Curriculum 2013 (K13). This book is designed for seven grader of junior high school. This book is consist of seven chapters:

Table 4.1
Topics In The Course Book Designed By Student In IMALT B Class

1.	How are you?
2.	Holiday
3.	My job
4.	My pet
5.	Thing Around You
6.	My home town

The course book is consist of topics about “UNYIL”. One of the Students in IMALT class thinks that UNYIL is the best character for children.¹ Other perception, “UNYIL” was chosen by student in IMALT class as the

¹ Interview with Agil as the student in IMALT B class.

topic in the course book because in television most of children in Indonesia know that “UNYIL” is kind, smart, and religious character in television program. For those reason, the researcher expected to make children more exciting with the course book designed by student in IMALT class.

By taking topics “UNYIL” in course book, student in IMALT B class had to develop materials that are same with the “UNYIL” as main characters. Students may use family, friends and culture of UNYIL as the topics of the course book. Therefore, students in IMALT class decided into 6 groups. Each group consists of 5 students. Then, student had to deciding the skills for each member of the groups. The students started to search the materials base on their skill in their group from the internet, newspaper, magazine, and television.

The contents of the course book should cover four sub skills in English language materials: listening, speaking, reading and writing. Moreover, the course book should cover additional sub skill such as language items: grammar, pronunciation, and vocabulary. This research is focused in analyzing speaking materials in every chapters of the book. The speaking was puts in the second part of the skill after listening skill. It showed that speaking skill is communicative skill. Through speaking, student can communicate with others.

1. Course Book Table of Contains

Here the examples of speaking skills in course book which were developed by students in IMALT B class. This table is consist of the topics,

objective, and the activities which is stated in course book designed by students in IMALT B class.

Table 4.2
Topics, Objective, and Speaking Activities in Course Book

No	Topics	Objective of the lesson	Speaking Activities
1.	How are you?	In this chapter, you will learn about: <ol style="list-style-type: none"> 1. Greeting 2. Leave taking 3. Self-introduction. 	Activity: <ul style="list-style-type: none"> • Read the example of self-introduction on the course book. (activity 1) e.g <ul style="list-style-type: none"> ➤ hi, my name is unyil. ➤ Hi, my name is pak Raden. ➤ Good morning, I'm Melanie. ➤ Good morning, I'm Usro. <ul style="list-style-type: none"> • Practice of greeting with

			<p>friend based on example given in the previous activity.</p> <p>(activity 2)</p> <ul style="list-style-type: none"> ➤ Hi, hello ➤ Good morning pak raden, good morning unyil. ➤ Good afternoon Melanie, good afternoon unyil. • Practice dialogue in the book. <p>(activity 3)</p> <ul style="list-style-type: none"> • Complete the dialogue based on the example in the book. <p>(activity 4)</p> <ul style="list-style-type: none"> • Write the
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			<p>dialogue based on the instruction in the book.</p> <p>(activity 5)</p>
2.	Holiday	<p>in this chapter, you will learn about:</p> <ol style="list-style-type: none"> 1. Where did you go? 2. Days in months 3. Sing a song 4. Did he or didn't he? 5. Who went where? 6. Functional text. 7. Times. 	<p>Activity:</p> <ul style="list-style-type: none"> • Practice mention unyil activities on holiday <p>(activity 1)</p> <ul style="list-style-type: none"> • Understanding expression for invitation. <p>(activity 2)</p> <ul style="list-style-type: none"> • Understanding expression for accepting invitation. <p>(activity 3)</p> <ul style="list-style-type: none"> • Understanding expression for

			<p>refusing invitation.</p> <p>(activity 4)</p> <ul style="list-style-type: none"> Practice to tell holiday experience in front of the class. <p>(activity 5)</p>
3.	My Job	<p>in this chapter, you will learn about:</p> <ol style="list-style-type: none"> Kinds of professions. Duty of profession. You future profession. 	<ul style="list-style-type: none"> Guess the kinds of profession based on the picture in the book. <p>(activity 1)</p> <ul style="list-style-type: none"> Completing the fill in the blank about profession. <p>(activity 2)</p> <ul style="list-style-type: none"> Pair the word with the correct phonetic symbol

			<p>in the book.</p> <p>(activity 3)</p> <ul style="list-style-type: none"> • Guessing the profession based on the clues given in the book. <p>(activity 4)</p>
4.	My pet	<p>In this chapter, you will learn about:</p> <ol style="list-style-type: none"> 1. Asking preference. 2. Possessive. 3. exclamatory adjective. 4. How to make an informal letter . 	<ul style="list-style-type: none"> • Practice the dialogue pak raden and Unyil about pet. <p>(activity 1)</p> <ul style="list-style-type: none"> • Retell the story zebra in front of the class <p>(activity 2)</p> <ul style="list-style-type: none"> • Practice the dialogue unyil and melanie about having pet <p>(activity 3)</p>

			<ul style="list-style-type: none"> Identifying the fact and opinion in the conversation. <p>(activity 4)</p> <ul style="list-style-type: none"> Make a conversation about pet in pairs and practice it in front of the class. <p>(activity 5)</p>
5.	Things around you	<p>in this chapter, you will learn about:</p> <ol style="list-style-type: none"> mention things in the house. Describe things in the house. 	<ul style="list-style-type: none"> Find things in the picture, and find the characteristic of those things and make conversation about living room. <p>(activity 1)</p> <ul style="list-style-type: none"> In pairs, describe

			<p>one thing in the picture.</p> <p>(activity 2)</p> <ul style="list-style-type: none"> Describe things in the picture using adjectives shows in the table. <p>(activity 3)</p>
6.	My home town	<p>In this chapter, you will learn about:</p> <ol style="list-style-type: none"> Indonesia culture. Public places. Direction, sign, others. 	<ul style="list-style-type: none"> Complete the conversation in the book based on the map and practice it in pairs. <p>(activity 1)</p> <ul style="list-style-type: none"> Make conversation based on the map and using students' own statement.

			<p>(activity 2)</p> <ul style="list-style-type: none"> • In pairs, ask the missing information of missing places in the map that given by the teacher. <p>(activity 3)</p>
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The table above is a framework of coursebook designed focused on speaking material developed by students of IMALT Class. The researcher analyzed it by grouping the categories of topics, objectives, and speaking material. It based on the six chapters in a coursebook designed. The purpose of grouping the material developed was for knowing the speaking 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 speaking material developed and put it in the third coloumn. It is consist of the framework of speaking material and exercises stated in coursebook designed.

2. Course Book Score Categorizing

Aspect of analysis in this research is the relevance of the activities in the course book with the third and fourth basic competence in curriculum 2013. On each aspect, there are 3 categories: good, fair, and bad. Score aspect description is stated in the table below:

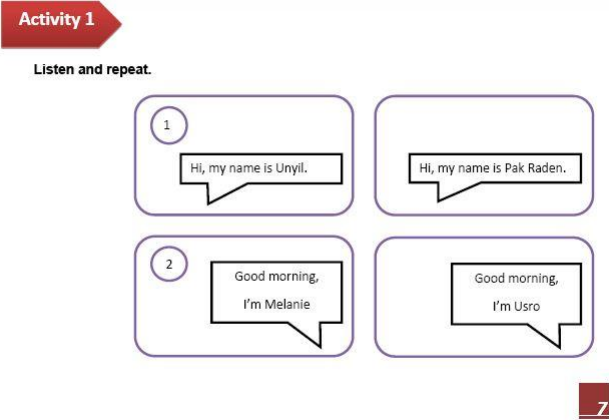
Table 4.3
Score Description of Relevancy of Materials with the Basic Competence of Curriculum 2013

Score	Status	Explanation
5	Good	all activities in the course book are relevant with basic competence in curriculum 2013
3	Fair	Some activities in the course book are relevant with basic competence in curriculum 2013
1	Bad	All activities in the course book are not relevant with basic competence curriculum 2013

3. Analyzing of Speaking Materials Developed in Course Book Designed.

This is the result of material designed by students of IMALT Class. The writer analyzed the result of speaking 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 speaking material to the curriculum of 2013.

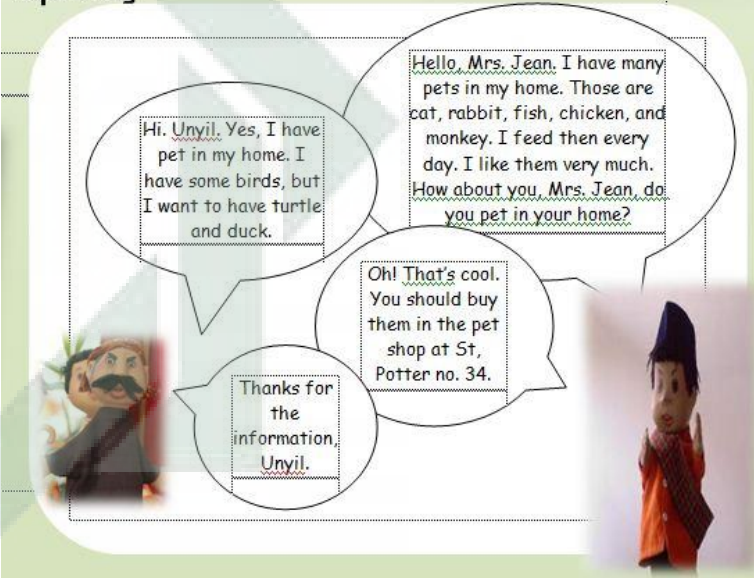
Table 4.4
Table of Analyzing Speaking in Course Book Designed


Core Competence	Basics Competence	Course books' Activities	Score	Remark
3. understanding factual, conceptual and procedural knowledge in science, technology, art, culture, and humanity with the religiousness, nationality and all of the update topic.	3.1 Understanding written and oral text for asking and responding greeting, farewell, apologizing.	 <p>(see appendix I)</p>	3	in activity 1 on the first chapter, this book provide the activities which is relevant with the basic curriculum number 3.1. but not all basic curriculum 3.1 which is provided by this book. Apologizing aspect is not included in this chapter.

		<p>Activity 2</p> <p>Look at the pictures. Practise the dialogues with your friend.</p>  <p>(see appendix II)</p> <p>Activity 3</p> <p>Practise the following dialogues.</p> <p>1. <i>Unyil meets his friend, Melanie, on his way to the bookstore.</i></p> <p>Unyil : Hi, Melanie! Melanie : Hi, Unyil! What are you doing here? Unyil : I'm going to the bookstore. Do you want to come with me? Melanie : No, I'm going home. Unyil : OK. See you. Melanie : See you.</p> <p style="text-align: right;">8</p> <p>(see appendix III)</p>		
<p>3.2 understanding written or oral text for simple and short self-introduction with the</p>		<p>(none)</p>	<p>1</p>	<p>In the first chapter of this book, speaking materials doesn't cover materials about self</p>

	social function and correct in linguistic elements in context.			introduction. But, in this book self introduction materials is covered by listening materials.
	3.3. understanding social function, text structure, and linguistic aspect in written and oral text in mention names of day, months, time year in numeral aspect.	(none)	1	In chapter 2. Speaking activities doesn't provide materials about mention names of day, months, time year in numeral aspect. Those materials is provided by other skills (writing and reading) in the second chapter of this book.

	<p>3.4 Understanding social function, text structure and linguistic aspect in delivering short simple self-identity.</p>	<p>Speaking Activity 1</p> <p>2. Okay unyil! Who am I? I am always in the hospital.</p> <p>Of course you are a nurse.</p> <p>1. No I am not. Listen to the second clue. I always control patient and giving the recipe.</p> <p>Yes, I know you. You are a doctor. Am I wrong?</p> <p>Set up 5 minutes</p> <ul style="list-style-type: none"> • Teacher decided student into some groups. • Each group should make the clue for another group. • Every student will get paper like in below. <p><i>(see appendix IV)</i></p>	<p>5 This chapter provides the activity to stimulate the student to the materials about simple identity (profession). This activity is relevant with the basic competence number 3.4 in curriculum 2013.</p>
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	<p>3.5 Understanding social function, text structure and linguistic aspect to mention name of animals, things, and public building in students daily live.</p>	<p>Speaking</p>  <p>(see appendix V)</p>	<p>3</p> <p>In this chapter, course book only provides one activity that relevant with the basic competence number 3.5 in curriculum 2013. It's only provides the activity to mention names of animals. This book not provides the activity stimulate student to mentions things, and public building.</p>
	<p>3.6 Understanding social function, text structure and linguistic aspect to mention <i>label</i> and <i>list</i>.</p>	<p>(none)</p>	<p>1</p> <p>In this chapter, the book does not provides the activity for student to mention <i>label</i> and <i>list</i>.</p>

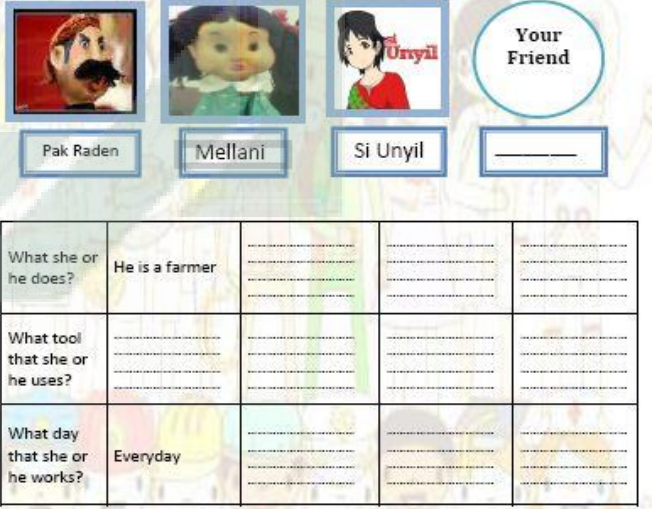
	<p>3.7 Understanding social function, text structure and linguistic aspect to mention the characteristic of people, animals, and things.</p>	<p>"I have a zebra. Its name is Zebro. It is big, strong and funny. Its fur is stripe; black and white, it is very smooth because I clean it up every day. Its hair is black and very smooth, it has long tail. Every morning I take it along around garden. Every day I give it water and grass, and it always eats much."</p>  <p>(see appendix VI)</p>	<p>3</p> <p>This chapter provide the activity for student to mention the characteristic of animals. These activity is relevant with the basic curriculum number 3.7. but, in this chapter doesn't provides speaking materials in mention characteristic of people and building.</p>
	<p>3.8 Understanding social function, text structure and linguistic aspect to mention oral and written the behavior of people, animals, and things.</p>	<p>(none)</p>	<p>1</p> <p>In this chapter, the book does not provide the activity for student to mention behavior of animals, people.</p>


	3.9 Understanding social function, text structure and linguistic aspect to mention oral and written short simple instruction, notice, warning or caution.	(none)	1	In this chapter, the book does not provide the activity for student about short simple instruction, warning, or caution.
	3.10 Understanding social function, text structure and linguistic aspect to mention oral and written description of people, animals, and things.	(none)	1	In this chapter, the book is provide student activity to describe animals in written and oral text. This activity is relevant with basic curriculum number 3.10 in curriculum 2013. But, this book is provides materials about description of people, animals, and things.

<p>4. Trying, processing, providing concrete (using, describing, developing, modifying, and making) and abstract aspect (writing, reading, calculating, drawing, and arranging) based on materials in the school and from other resource.</p>	<p>4.1 Developing oral for asking and responding greeting, farewell, thankful, apologizing, with the correct linguistic elements in context.</p>	<p>Activity 4</p> <p>In pairs, complete the dialogues based on the example. Then practise them with your partner.</p> <p>Example: Melanie : Good afternoon, Unyil Unyil : Good afternoon. Are you a newstudent? Melanie : Yes, Unyil. I am Melanie. I am in1F. How are you? Unyil : Fine. My name is Unyil. I am in 1F. Do you come fromMedan? Melanie : Yes, Unyil. My parents live there. But I live here with my uncle. Unyil : Pleased to meet you, Melanie. Melanie : Yes, pleased to meet you, too, Unyil.</p> <p>1. Usro : Good morning, Melanie. Melanie : ? Usro : Yes, Mel. I am Usro. Iam in 1C. ?</p> <p>Melanie : ? My name is Melanie. I am in 1F. Do you come fromManado? Usro :Yes, Mel. My parents live there.But I live here with my brother. Melanie : Nice to meet you, Usro. Usro : ?</p> <p>2. Unyil : Hi, Usro? Usro : Hi, Unyil? Unyil : Not too bad. Thanks.</p> <p>3. Pak Raden : Hello, Unyil? Unyil : ? Pak Raden : Fine. Thanks.</p> <p>4. You : Hi, ? Your friend : Hi, ? You : ?</p>	<p>This chapter only provides student to develop oral for asking and responding greeting, farewell, thankful. This chapter does not provide apologizing activity for the student.</p> <p style="text-align: center;">3</p>
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		<p>Activity 5</p> <p>Write dialogues based on these situations. Use the expressions of greeting then act them out.</p> <ol style="list-style-type: none"> 1. You meet your friend in the morning on your way to school. 2. You meet your friend in the park. 3. You meet your brother in the dining room in the evening. 4. You meet your new classmate. 5. You meet your teacher on your way to the English course. <p style="text-align: right;">10</p> <p><i>(see appendix VII)</i></p>		
<p>4.2 Developing simple oral and written texts to express, ask, and respond to self-introduction,</p>		<p>Activity 1</p> <p>Listen and repeat.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;"> <p>1</p> <p>Hi, my name is Unyil.</p> </div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;"> <p>Hi, my name is Pak Raden.</p> </div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;"> <p>2</p> <p>Good morning, I'm Melanie</p> </div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; margin: 5px;"> <p>Good morning, I'm Usro</p> </div> </div> <p style="text-align: right;">7</p> <p><i>(see appendix VIII)</i></p>	<p>5</p>	<p>This book provides activity for student about ask and responds short and simple self introduction.</p>

	<p>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,</p>	<p>(none)</p>	<p>In this chapter, the book provide students activities in developing oral text for asking name of day, months, and time in reading and writing activities. This activity is relevant with the basic competence in curriculum 2013 number 4.3. but, in other hand, this book does not provides speaking materials about 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</p> <p>1</p>
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	<p>4.4 Stating meaning of identity orally and written with very short and simple.</p>	<p>Activity 2</p> <ul style="list-style-type: none"> • Share what they have listened from the audio and how many jobs, mention it! • In pair, teacher gives this paper and student should complete the fill in the blank of these pictures by asking the partner that the teacher decided. • T asks S to find another friend of the pictures "your friend" about their parent's job. • Teacher should guide the student to speak up. Student should use "Doesn't she? Or Does he?"  <p>(see appendix IX)</p>	<p>year.</p> <p>In the chapter 3, the book provides the activity to identify in oral text. This activities is relevant with basic curriculum number 4.4 in curriculum 2013.</p> <p>5</p>
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	<p>4.5 Developing oral and written text to mention the names of animals, things, and buildings based on students daily live.</p>	 <p>(see appendix X)</p>	<p>In this activity, students play game using dice. Students have to run their pawn based on the number in the dice.</p> <p>Then, students have to mention the name of animal in the picture where they stop their pawn. This game is expected to measure students' skill in mention names of animal. But, this chapter doesn't provide activity in mention name of object and building in student daily live.</p>
	<p>4.6 Developing oral text</p>	<p>(none)</p>	<p>None of activity which</p>

	about <i>label</i> and <i>list</i> with due regard to the social function, the structure of the text and correct linguistic elements and in context.		is relevant with the basic curriculum number 4.6 in curriculum 2013.
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	<p>4.7 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</p>	 <p>(see appendix X)</p>	<p>3</p> <p>This book only provide the activity to express the nature of the animals. In this activity, student play game. Student run their pawn based on the dice. For each step, Student have to describe animal in the picture where there are stop their pawn.</p>
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4.8 Developing oral and written text for stating and asking behavior/ action/ function/ of the person, animals, and objects, with the correct elements and appropriate language context.

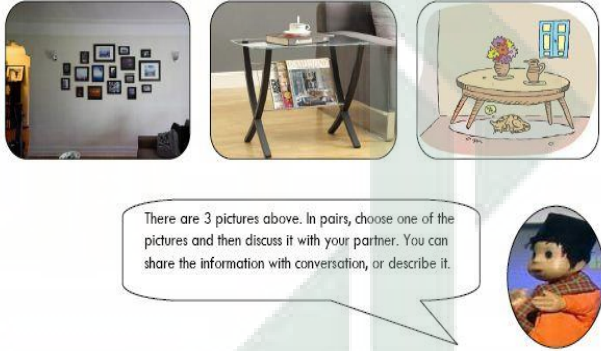


(see appendix X)

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This book only provide the activity to express the nature of the animals. In this activity, student play game. Student run their pawn based on the dice. For each step, Student have to describe animal in the picture where there are stop their pawn. This chapter not provide the activity in developing oral skill in stating and asking function of object. Behavior of person.

	<p>4.9 developing short simple oral instruction, warning, caution text with the correct element and appropriate language in content.</p>	<p>SPEAKING SECTION (Shofia Fitriana / D05212027)</p> <p>1. Please, complete the conversation below based on the map above, and practice the conversation with your partner !</p> <p>Unyil : Excuse me, is there the Hospital around? Melani : _____ Unyil : Can you tell me how do you get to the hospital ? Melani : _____ Unyil : _____ Melani : you're welcome.</p> <p>2. Make a dialogue based on the map which given by teacher and practice with your partner! use your own statement !</p>  <p><i>See appendix XI</i></p>	3	<p>In the chapter 6. Student learn about giving short instruction.</p>
	<p>4.10 stating the meaning of instruction text (<i>Intruction</i>), (<i>short-notice</i>), (<i>warning/caution</i>), oral and written with very short and simple.</p>	<p>SPEAKING SECTION (Shofia Fitriana / D05212027)</p> <p>1. Please, complete the conversation below based on the map above, and practice the conversation with your partner !</p> <p>Unyil : Excuse me, is there the Hospital around? Melani : _____ Unyil : Can you tell me how do you get to the hospital ? Melani : _____ Unyil : _____ Melani : you're welcome.</p> <p>2. Make a dialogue based on the map which given by teacher and practice with your partner! use your own statement !</p>  <p><i>See appendix XI</i></p>	3	<p>None of activity in the course book designed by student in IMALT class which is suitable with this basic curriculum.</p>

	<p>4.11 Developing short simple oral and written description text about people, animals, object with the correct elements and appropriate language in content.</p>	<p>ACTIVITY 2</p>  <p>There are 3 pictures above. In pairs, choose one of the pictures and then discuss it with your partner. You can share the information with conversation, or describe it.</p> <p><i>(see appendix XI)</i></p>	<p>3</p> <p>This chapter is provides activity for describing object in the living room. This activity is relevant with basic curriculum number 4.11. but, this book doesn't provide activity for student to describe animals and person.</p>
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4.12 stating the meaning in the descriptive text oral and written, with very short and simple.

Describe the following objects using adjective above!

No	Picture	Description
1.		
2.		

5

In the course book designed by 6th group, course book provide the activity in making dialogue about the picture. In pair, they have to describe subject in the picture and make it on conversation.

		<p>3.</p> 		
		<p>4.</p> 		
		<p>5.</p> 		
		<p>6.</p> 		

After analyzing speaking 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 speaking material to K-13. In addition, to know the relevancies, checklist used to determine the speaking material appropriate with K-13. Based on the result, six chapters of speaking material in a coursebook in line with nine basic competency of speaking material, because the speaking material activities developed by students appropriate with basic competency of K-13.

4. Scoring Result

The result of speaking materials which are relevant with curriculum 2013 is stated in the table below:

Table 4.5
Result of the Relevance Materials with the Basic Competence of Curriculum 2013

Core competence	Basic competence	Analysis			% Relevant	Remark
		Bad (1)	Fair (3)	Good (5)		
3	3.1		3		$\frac{58}{110} \times 100$	
	3.2	1				
	3.3	1				
	3.4			5		
	3.5		3			
	3.6	1				
	3.7			3		
	3.8	1				
	3.9	1				

	3.10	1				
4	4.1		3			
	4.2			5		
	4.3	1				
	4.4			5		
	4.5		3			
	4.6	1				
	4.7		3			
	4.8		3			
	4.9	3				
	4.10	3				
	4.11		3			
	4.12				5	
Percentage score Result					52% materials in course book is relevant with curriculum 2013.	

B. Discussion

Based on the result of the relevancies of speaking material based on Basic Competence stated curriculum 2013, the researcher found that 52 % speaking materials in the coursebook designed by students of IMALT Class is relevant to Curriculum of 2013 based on the table categorize of course book quality, the speaking materials in course book designed by students in IMALT class is fair. It proved that the speaking 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, the nature of people, animals, and object in chapter 5, the nature of people, animals and objects in chapter 6.

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. 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. To check the validity of this research, the researcher ask expert to check the process of analyzing course book in this research and check the result f this research. (*see appendix XV*)

