

THESIS

**DEVELOPING MATERIALS OF ENGLISH TEXTBOOK
“WHEN ENGLISH RINGS THE BELL”
FOR THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL
BASED ON PROCESS STANDARD OF CURRICULUM 2013**

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**DEVELOPING MATERIALS OF ENGLISH TEXTBOOK
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This research is mainly intended to develop materials of English textbook “*When English Rings the Bell*” for the seventh grade of junior high school based on process standard of curriculum 2013. The objectives of this research are to develop the material for observing, questioning, experimenting / exploring, associating, and communicating activities. This research is qualitative research which involves simple research and development approach. The object of this research is English textbook named “*When English Rings the Bell*” written and published by The Ministry of Education and Culture in 2013. The writer analyzes the textbook of seventh grade students including the material used in the first and second chapter. In collecting the data, the writer uses documentation method. In analyzing the data, the researcher does some steps which involves presenting the data, classifying the data, describing the data, making conclusion, and drawing pedagogical implication are used to analyze the data. This research describes some cases which should be done by the teachers in developing the materials of English textbook. They are analyzing the book in order to decide the chapter will be developed, arranging the guidelines for the proposed supplementary material development, and developing proposed supplementary material development. The findings show that the materials in the first two chapters have been developed by the researcher in five stages of scientific approach. They are materials for observing, questioning, experimenting, associating, and communicating activities. For each stage, the materials are developed through some steps, i.e. deciding the skill to develop, arranging classroom activities, and also completing the classroom activities by giving the guidelines to be used in teaching learning process.

Key words: material development, curriculum, standard process

INTRODUCTION

Recently, the government has set the implementation of new curriculum called Curriculum 2013. The emphasis on curriculum development in 2013 is improving mindset, strengthening governance curriculum, deepening and

expanding of the material, reinforcing learning, and adjusting learning load in order to ensure conformity between what is desirable with what is produced. Curriculum development is therefore essential continuity in line with the advancement of science, technology, art and culture as well as changes in society at local, national, regional, and global future. It has various advances and changes that gave birth to the internal and external challenges in the field of education. Therefore, the implementation of Curriculum 2013 is a strategic step in the face of globalization and the future demands of Indonesian society.

There has been a paradigm shift in Indonesia learning, behaviorism which was originally turned into constructivism. According to this view, knowledge cannot simply be transferred by the teacher to the student's mind, but knowledge is constructed in the minds of the students themselves. Teachers are not the only source of learning for students (teacher centered), but more is expected to be facilitator for the students along the teaching learning process (student centered).

Learning material plays an important role and position in English language teaching. It provides anything which is used by teacher or learner to facilitate and support the language learning in every teaching learning process. There are many kinds of learning materials including cassette, videos, CD-Rooms, dictionaries, grammar books, readers, work books, photocopied exercises, newspapers, etc (Tomlinson, 2007: 2). Not only the teachers but also the learners may create them to supply the information about and experiences of the

language in ways designed to promote language learning and facilitate the learning of the language. The materials can be used to inform the learner about the target language, guide the learner in practicing the language, provide the learner with experience of the language in use, encourage the learner to use the language and help the learner to make discoveries about the language.

Dealing with the material development, the researcher should relate it with the five learning stages in scientific approach, namely observing, questioning, experimenting, associating, and communicating. All of the five stages of scientific approach were developed by the teachers who dedicate themselves with education. The researcher also related it with four integrated language skills, i.e. listening, speaking, reading, and writing. Those skills should be achieved by the students.

The writer curious to observe text book entitled *“When English Rings The Bell”* for the seventh grade of Junior High School students which published by The Ministry of Culture and Education. It consists of two books, teacher book and student book. The writer develops the material of English textbook *“When English Rings the Bell”* for the seventh grade of Junior High School based on the process standard of Curriculum 2013 for observing, questioning, experimenting, associating, and communicating activities.

RESEARCH METHODOLOGY

The writer uses qualitative research in doing and reporting the research because the data of the research are in the form document or book that contains

of many text. There will be a descriptive explanation about the result of research. There is no data in the form of numeric data. According to Moleong (2006: 5) "Qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects eg. behavior, perception, motivation, action, etc., Holistically and with a form of words in the specific context in which the natural and utilize natural methods".

The approach used by the writer for her research is simple R & D approach, since the aims of the research is to develop materials through English textbook *"When English Rings the Bell"* which implemented 2013 curriculum and was published by the ministry of education and culture. The writer is interested in developing the material to answer the questions about how to develop the material for observing, questioning, experimenting, associating and communicating activities.

There are two kinds of the data for this research. They are primary data which consist of teacher book and student book entitled *"When English Rings the Bell for the Seventh Grade of Junior High School"* written by the Ministry of Education and Culture of Indonesia in 2013 and secondary data which consist of the information related to material development, government regulations and policy related to curriculum 2013.

The source of data can be tasks which are based on the theme, texts, games and others that are written in English text book *"When English Rings the Bell for the Seventh Grade of Junior High School."* The writer will use all

the materials which are in this English textbook as the data. The writer focuses on developing the material based on the process standard in 2013 curriculum.

The technique used by the writer to collect the data is documentation method. The document used in this research was the English textbook entitled *“When English Rings the Bell for the Seventh Grade of Junior High School.”* The researcher collected the data by using some steps as follows: (1) Doing observation by reading the teacher and student book entitled *“When English Rings the Bell for the Seventh Grade of Junior High School”* in order to know the existing materials; (2) Deciding the chapters to be developed; (3) Getting information about the principles of writing the materials based on the process standard and learning cycles which applied scientific approach in the curriculum 2013; (4) Developing the materials based on the principles of writing the materials based on the process standard and learning cycles which applied scientific approach for the Seven Grade of Junior High School.

In this research, the researcher analyzed the data by doing some steps, namely (1) Presenting the data; (2) Classifying the data; (3) Describing the data; (4) Making conclusion; (5) Drawing pedagogical implication.

RESULT AND DISCUSSION

Based on the research conducted on the English textbook entitled *“When English the Bell”* for the seventh grade of Junior High School, there are three steps in developing the materials, namely analyzing the book, arranging the

guidelines for the proposed supplementary materials development, and developing proposed supplementary materials development.

In analyzing the book, the writer described the English textbook “When English Rings the Bell”. There were two kinds of books used in curriculum 2013, namely teacher book and student book. The writer chose the content and the description of teacher’s book content to be analyzed. For analyzing the student book, the writer chose four points, i.e. the content, the theme developed, the topic developed, and the material developed.

In arranging the guidelines for the proposed supplementary materials development, the writer discussed some aspects in developing the materials. The first was the competencies which should be developed in chapter 1 and chapter 2. In this case, the writer discussed about the core and basic competencies for chapter 1, the core and basic competencies for chapter 2, and learning cycles in scientific approach. The second was the topics in chapter 1 and chapter 2. There were three topics in chapter 1 and five topics in chapter 2. The third was the context based material development.

For the proposed supplementary materials development in chapter 1 and chapter 2, the researcher developed eight topics from those chapters. Each topic has been developed in five stages of scientific approach, namely observing, questioning, experimenting, associating, and communicating. For each stage, the writer divided the discussion into three, i.e. skill to develop, classroom activities, and guidelines which will be used in teaching learning process.

Here, the researcher presents an example of material development from the research conducted. It is taken from chapter 1 of English textbook “When English Rings the Bell” for the Seventh Grade of Junior High School with the topic about greeting. It is arranged in five stages of learning cycles.

1. Observing activities

For observing cycle, the writer divides the discussion into two parts, namely skill to develop and classroom activities which are accomplished with guidelines.

a. Skill to develop

For the first activity, the writer prepares some pictures to differentiate the greeting whether it is used in the morning, noon, evening, and night. Here, the students asked to pay attention to the picture and the expression of greeting based on the picture. Through this period, the students observe by themselves to differentiate them. Through these activities, the students are hoped to master listening and speaking skill better than before.

b. Classroom activities and the guidelines

Activity 1 : Look at the picture carefully! Listen and repeat the sentence correctly!



(Good Morning)



(Good afternoon)



(Good evening)



(Good night)

To make the first activity more clearly, the writer will present the guidelines which are hoped to be useful in teaching learning process as follows:

- The students are asked to observe the pictures in order to understand the different situation from those pictures.
- The teacher asks the students to guess the suitable greeting for them.
- If the students' answer is wrong, the teacher can correct it.
- But if the students' answer is right, the teacher can continue the activity by correcting the pronunciation in spelling for each greeting.
- The teacher asks the students to listen the correct pronunciation carefully, then they repeat it after that.

Activity 2 : Look at the picture, listen and practice the dialog!



Mr. Hasan : Assalamu'alaikum.

Good morning. How are you?

It has been a long time not to see you.

Mr. Ali : Wa'alaikumsalam.

Good morning. Alkhamdulillah

We're fine. How about you?

Mr. Hasan : We're also fine, thanks.

In the second activity, the writer also presents the guidelines which can be used along the teaching learning process. They are:

- The teacher asks the students to focus on the picture and the time.
- The teacher asks the students to listen carefully when the dialog read by the teacher.
- The teacher asks the students to practice the dialog with the right pronunciation.

2. Questioning Activities

For questioning cycle, the writer divides the discussion into two parts namely skill to develop and classroom activities which are accomplished with guidelines.

a. Skill to develop

In this questioning cycle, listening and writing still become the skill that should be developed. From this explanation, the writer can sum up the purpose of questioning activity with the topic greeting as follows:

- Students can understand a spoken text about greetings by rising questions to the teacher.
- Students can compose spoken text to say and respond the greetings with the right linguistic elements and appropriate context.

b. Classroom activities and the guidelines

The following is the example for questioning cycle in scientific approach

Activity 1 : Fill the bubbles with the sentences from the box!

Listen to the recording of text carefully to check your answer!

Picture 1

Good morning, Aisyah. Good morning, Ms. Nur.	Assalamu'alaikum. Wa'alaikumsalam.
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The text for the first picture which will be read by the teacher is as follows:

Aisyah : Assalamu'alaikum.

Good morning, Ms. Nur.

Ms. Nur : Wa'alaikumsalam.

Good morning, Aisyah.

Picture 2

Good evening, Ms. Rane. Welcome in Indonesia. Assalamu'alaikum. Good morning, Ms. Nur. Nice to meet you too. Wa'alaikumsalam. Good morning, Aisyah. Good evening, Ms. Fatimah. Nice to meet you.
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The text for the second picture which will be read by the teacher is as follows:

Ms. Fatimah : Good evening, Ms. Ranee. Welcome in Indonesia.

Ms. Ranee : Good evening, Ms. Fatimah. Nice to meet you.

Ms. Fatimah : Nice to meet you too.

In order to make the second cycle activity more clearly, the writer makes the guidelines which can be used in teaching learning process as follows:

- The teacher gives some pictures to the students which are completed with the bubbles and some sentences in the box.
- The teacher asks the students to complete dialog by choosing the sentence in the box.
- The students ask to listen the recording to check the students' answer.

3. Experimenting/ Exploring activities

For experimenting cycle, the writer divides the discussion into two parts namely skill to develop and classroom activities which are accomplished with guidelines.

a. Skill to develop

In this cycle, the skill that may be developed in the students' activities are listening, writing and speaking. This cycle gives chance to the students to enrich their knowledge by reading/ listening/ watching another text learned from the different sources, text book by paying attention, expression and text structure, language features, and the assessment form from the text learned.

b. Classroom activities and the guidelines

Activity 1: Listen to the recording carefully and complete the following dialog!

Then, practice the dialogs in pairs!

1. A : Hello, Umar. Good morning.
B :
2. A : Hello. My name is Ronaldo. What's your name?
B : I'm Jacklin. How do you do.
A :
3. A : Hi John. How are you to day?
B :
4. Lisa : Hello. I'm Elizabeth. You can call me Lisa.
Dewi : Hi Lisa. Nice to meet you.
Lisa :
5. Mr.Hadi : Good morning, students. How are you to day?
Students :

To make this experimenting cycle easy to understand, the writer present the guide lines for this as follows:

- The students are asked to listen to the recording carefully.
- While listening to the recording, the students have to complete the dialogs.
- The dialog recording may be replayed twice.
- After that, the students are asked to practice the dialog in pairs.

4. Associating activities

Here, the writer divides the discussion into two parts namely skill to develop and classroom activities which are accomplished with guidelines.

a. Skill to develop

In group work guided learners can learn to text mention social function, expression and structure of the text, linguistic elements, as well as the format of the writing of the text type being studied. Learners gain feedback from teachers and friends about what he said in the group work. The skill developed in this cycle is writing.

b. Classroom activities

Activity 1 : Arrange the jumbled sentences into the correct order.

- a. Teacher : Good morning, class.
- Teacher : How are you?
- Teacher : Now listen and repeat it!
- Students : We are fine, thank you.
- Students : Good morning, Sir.

- b.Ary : Hello. I'm Ary.
-Ary : You are the new neighbour, right?
-Ary : Well, nice to meet you, Heru.
-Heru : Hello. I'm Heru.
-Heru : Yes, I am. I just moved from Padang.
-Heru : Nice to meet you, too.

The following are the guidelines for the students' activities in associating cycle:

- The teacher divides the students into some groups.
- The teacher divides the worksheet for each group.
- The teacher asked the students to rearrange the jumbled dialog in the correct order.
- When the time is up, each group should practice the dialog which they arranged in turn.

5. Communicating activities

For communicating cycle, the writer divides the discussion into two parts namely skill to develop and classroom activities which are accomplished with guidelines.

(1) Skill to develop

Here, the students can improve their skills in reading, listening, and speaking the texts studied. Then, they will gain feedback from teachers and friends about the work of the produced / captured and conveyed the message,

and others. They can also express the difficult and easy things to learn and strategies those have been or will be done to overcome them.

(2) *Classroom activities*

The activities which may be developed for communicating cycle in the classroom are communicating the result of the associating cycle, but the teacher still have chance to develop the new activities as follows:

Activity 1 : Work in pairs. Complete the following dialog. Then, practice it!

Nikita : _____ Nice to see you again.

Lusianti : _____, Nikita.

Nikita : How are you doing?

Lusianti : _____

Nikita : How is Hendra?

Lusianti : _____

Activity 2 : Work in pairs. Make a dialogue that involves greeting. One of you pretends to be the teacher.

You : _____

Your teacher : _____

You : _____

Your teacher : _____

You : _____

Your teacher : _____

The following are the guidelines for the students' activities :

- The teacher asks the students to work in pairs.
- The teacher divides the worksheet for each group.
- The teacher asks the students to complete the dialogue. (for the first activity)
- The teacher asks the students to make the dialog. (for the second activity)
- The teacher asks the students to practice the dialogue in front of the class.

The material development for chapter 1 with the topic greeting above can be summarized in the following table:

Learning Cycle		
Original Material Development	Supplementary Material Development	
Classroom Technique	Cycle	Classroom Technique
A song entitled "Good Morning"	Observing	The first activity • The students are asked to observe the picture. • The students are asked to listen the sentences in order to understand the different situation and to decide the suitable greeting. • The student are asked to repeat the sentences in order to understand the different situation and to decide the suitable greeting. The second activity • The students are asked to observe the dialog. • The students are asked to listen the dialog. • The students are asked to practice the dialog.
The material about greeting especially "good morning" in the form of short dialog	Questioning	• The students are asked to fill the bubbles in order to arrange the conversation about greeting after they listen to the recording. • The students are allowed to ask the material they have not understood yet.
A task for students (the students are asked to complete the column)	Experimenting / Exploring	• The students are divided into some groups. • The students are asked to complete the dialog through listening to the recording. • The students are asked to practice the dialogs in pairs.

Learning Cycle		
Original Material Development	Supplementary Material Development	
The material about asking condition / feelings in the form of short dialog	Associating	The students are asked to rearrange the jumbled sentences to make a meaningful dialog.
A task for students (the students are asked to complete the column)	Communicating	The first activity - The students are asked to work in pairs to complete the dialog and then practice it. The second activity - The students are asked to make a dialog that involves greeting to be practiced.

The material development which has developed by the writer can be used as supplementary material for teaching and learning in the class. This means that the material that already exists in the text book in the form of exercises still can be used.

CONCLUSION

After doing the research entitled material development of English textbook “When English Rings the Bell for the Seventh Grade of Junior High School” based on Process Standards of Curriculum 2013, the writer finds that the material in this English textbook is still possible to develop.

Based on the research findings on previous chapter, it can be concluded that there are some steps which have been done by the writer in order to develop the materials of English textbook entitled “When English Rings the Bell” for the Seventh Grade of Junior High School. *The first* is book analysis. The writer analyzed the teacher book and the student book and decided to limit the chapters which would be developed. They are chapter 1 and chapter 2.

The second, the writer arranged the guidelines for the proposed supplementary material development. The writer discussed three items, namely

competencies which should be developed in chapter 1 and chapter 2, topics in chapter 1 and chapter 2, and the context based material development.

The third, the writer proposed supplementary material development. There are also some steps in arranging the supplementary material development for each learning stages of scientific approach. They are (1) deciding the skill to be learned by the students, (2) arranging the classroom activities, and also (3) arranging the guidelines for classroom activities. The result shows that the supplementary material developments are able to complete the original material development. The writer developed the material based on the learning cycles of scientific approach and also the process standard of curriculum 2013.

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