DEVELOPING ENGLISH MODULE
FOR EIGHTH GRADE ON FIRST SEMESTER BASED ON REVISION 2016 OF CURRICULUM 2013 AT MTs N SRAGEN

Submitted to Department of Language Studies,
Graduate School of Universitas Muhammadiyah Surakarta
In Partial Fulfillment of the Requirements for the Degree of Master of Education

Arranged by:
LELLY PUJI LESTARI
S200140068

DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2017
APPROVAL FORM

DEVELOPING ENGLISH MODULE
FOR EIGHTH GRADE ON FIRST SEMESTER BASED ON
REVISION 2016 OF CURRICULUM 2013 AT MTs N SRAGEN

PUBLICATION ARTICLE

Arranged by:

LELLY PUJI LESTARI
S 200 140 068

Approved to be examined by
Primary Supervisor Co-Supervisor

MUAMAROH, Ph. D.
MAULY HALWAT HIKMAT, Ph. D.
APPROVAL OF PUBLICATION ARTICLE FOR SUBMISSION

DEVELOPING ENGLISH MODULE FOR EIGHTH GRADE ON FIRST SEMESTER BASED ON REVISION 2016 OF CURRICULUM 2013 AT MTs N SRAGEN

Submitted by:
LELLY PUJI LESTARI
S 200140068

Has been examined for all revision and correction recommended
By the board of examiners on December 12th, 2017

The Examiner Board:
1. Muamaroh, Ph.D.
   (Examiner I)

2. Mauly Halwat Hikmat, Ph.D
   (Examiner II)

3. Dr. Dwi Haryanti, M. Hum
   (Examiner III)

The Director of Graduate School,

[Signature]

Prof. Dr. Bambang Sumardjoko, M.Pd
STATEMENT OF AUTENTICITY

I hereby confirm that the publication article entitled "DEVELOPING ENGLISH MODULE FOR EIGHTH GRADE ON FIRST SEMESTER BASED ON REVISION 2016 OF CURRICULUM 2013 AT MTs N SRAGEN" is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this publication article has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Name : Lelly Puji Lestari
ID Number : S 200 140 068
Department : Language Studies
Field of study : English Education

Date : December 2017

(Lelly Puji Lestari)
DEVELOPING ENGLISH MODULE
FOR EIGHTH GRADE ON FIRST SEMESTER BASED ON
REVISION 2016 OF CURRICULUM 2013 AT MTs N SRAGEN

Abstract

This research is mainly intended to develop English module for Eighth grade students on the first semester based on revision 2016 of curriculum 2013. The objectives were to investigate the appropriateness and effectiveness of the existing course books for eighth grade students used in teaching and learning process in the first semester at MTs Negeri Sragen based on the revision 2016 of Curriculum 2013, to develop an English module for eighth grade students in the first semester based on revision 2016 of curriculum 2013 at MTs Negeri Sragen, and to investigate the appropriateness and effectiveness of the new module for eighth grade students in the first semester at MTs Negeri Sragen based on the revision 2016 of Curriculum 2013.

This research is Research and Development (R&D). The objects of the study were “BRIGHT” textbook, “Buku Materi Bahan Ajar Siswa”, and the Eighth grade students of MTs Negeri Sragen. Data were gathered from interview, observation of teaching learning process, and document. The data were analyzed using triangulation technique to maintain the credible data to answer the questions in research questions by using observation, and then supported by interview and document. This research proposed three steps in designing the English module those were exploration, development, and validation steps.

The findings show that the existing sourcebooks used in MTs Negeri Sragen were not appropriate and effective with the revision 2016 of curriculum 2013 for eighth grade students, therefore the English module for eighth grade students in the first semester developed based on the revision 2016 and it was effective and appropriate to be used for eighth grade students in the first semester at MTs Negeri Sragen based on the revision 2016 of Curriculum 2013.

Keywords: Material development, module, revision 2016 of Curriculum 2013

ABSTRAK

Penelitian ini terutama ditujukan untuk mengembangkan modul bahasa Inggris untuk murid kelas delapan pada semester satu berdasarkan kurikulum 2013 revisi 2016. Tujuannya adalah untuk meneliti kesesuaian dan keefektifan buku – buku pelajaran yang digunakan untuk murid kelas delapan di semester satu berdasarkan kurikulum 2013 edisi revisi 2016 di MTs Negeri Sragen, untuk mengembangkan modul bahasa Inggris untuk murid kelas delapan di semester satu berdasarkan kurikulum 2013 edisi revisi 2016 di MTs Negeri Sragen, dan
untuk menyelidiki kesesuaian dan keefektifan modul baru untuk kelas delapan semester satu di MTs Negeri Sragen berdasarkan kurikulum 2013 edisi revisi 2016


Penemuan menunjukkan bahwa sumber buku yang digunakan di MTs Negeri Sragen untuk murid kelas delapan semester satu tidak sesuai dengan kurikulum 2013 edisi revisi 2016, untuk itu modul bahasa Inggris untuk murid kelas delapan dikembangkan berdasarkan edisi revisi 2016 kurikulum 2013 dan ini efektif dan sesuai untuk digunakan dalam belajar mengajar bahasa Inggris untuk murid kelas 8 semester satu di MTs Negeri Sragen.

Kata Kunci : Pengembangan materi, Modul, Kurikulum 2013 edisi revisi 2016

1. Introduction

English is highly regarded as a medium of communication among people around the world in some social contexts and also used in different purposes. That is why Indonesia sets its educational curriculum which is including the teaching English as foreign language. It is one of compulsory subject studied from junior and senior high school up to the university while for elementary school English is used as local or additional subject. English has been studied for six years in Elementary school.

Curriculum is a plan of education provided by school of student. Nunan (1998: 14) states that curriculum is usually used to refer a particular programme of study. As stated in the Undang – undang No.20/2003 about National Education system, the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for implementation learning activities to achieve specific educational goals.

Fauziati (2015: 87) states that in general foreign language instruction has five important components such as students, teachers, materials, teaching methods and evaluation. Futhermore, Allright (1999) as cited in Fauziati
(2015:87) argues that materials should students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. Therefore, Allwright (1981:14) would rather choose to name the materials as “learning materials” rather than “teaching materials”. Learning materials should provide the students a guide to learning. When they are arranged in a certain course book or module, the module should then be self instructional one. It should really guide the learners to be independent language learners where they can learn without teachers. It should also explicitly include learning purposes, indicators, and suitable materials.

Indonesia has made many changes of curriculums. According to the history of curriculum in Indonesia, it has changed 10 times. These are in the year of 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. In 2013, the Indonesian governor released the Curriculum 2013. However, curriculum 2013 had been revised twice. First, in 2016, curriculum 2013 had been revised. *Permendikbud no 54, 64, 65, 66 Tahun 2013* and *Permendikbud no 104 Tahun 2014* had been revised into *Permendikbud no 20, 21, 22, and 23 Tahun 2016* about graduation competency standart, content standart, process standart, assessment standart and learning assessment. Second revision was in 2017. There were not many changes made in this revision. It still refered to *Permendikbud no 20, 21, 22, and 23 Tahun 2016*.

MTs Negeri Sragen is a school under the Religion Ministry of Indonesia that in the same level with Junior High School. In this 2017/2018 academic year, the seven and the eight grade use curriculum 2013 based on 2016 revision and the third year uses the curriculum 2013 before revision. The revisions of curriculum 2013 affect the learning materials used in the teaching learning process in the class. Previously, the learning materials used in MTs Negeri Sragen were the book “Bright” by Zaida (2014) published by PT Erlangga and Student’s Digest Book “Materi Bahan Ajar Bahasa Inggris”, a learning module produced by team of English Teachers Forum (MGMP) of Sragen. Both of these books were still based on curriculum 2013 before revision whereas there are some materials that are being added and deleted. This fact causes problem in the
teaching learning process because learning materials is very important in learning foreign language.

The description shows that the weakness of the existing books used in MTs Negeri Sragen that are not suitable to the curriculum 2013 based on 2016 revision. In short, an availability of good resource books or books of material or simply said as a module that positively suitable to the curriculum 2013 based on 2016 revision is a crucial need. The module is significantly necessary for the researcher also to provide students enough materials and exercises so that the purposes of the Basic Competences can be reached.

Therefore, the researcher conducted the research with three research questions, they are: (1) How is the appropriateness and effectiveness of the existing course books used for the eighth grade student based on revision 2016 of curriculum 2013 in the first semester at MTs Negeri Sragen?; (2) How is the development of English module for eighth grade student based on revision 2016 of curriculum 2013 in the first semester at MTs Negeri Sragen?; and (3) How is the appropriateness and effectiveness of the new module for eighth grade student in the first semester at MTs Negeri Sragen based on revision 2016 of curriculum 2013?

While the objectives of this research are: (1) To investigate the appropriateness and effectiveness of the existing course books used for eighth grade student at MTs Negeri Sragen based on revision 2016 of curriculum 2013; (2) To develop an English module for the eighth grade students based on revision 2016 of curriculum 2013 at MTs Negeri Sragen; and (3) To investigate the appropriateness and effectiveness of the new module for the eighth grade student at MTs Negeri Sragen based on revision 2016 of curriculum 2013.

2. Methodology

The topic of the research is Developing an English Module based on Revision 2016 of Curriculum 2013 in First Semester for Eighth Grade Students. Regarding to the topic, it belong to educational Research and Development (R&D). Sugiyono (2013: 297) stated that Research and Development (R & D)
was a research method used to produce a product and examine the effectiveness of the product. It aimed to help teachers and students to get the best educational product. Gall and Borg (2003: 569) stated that R & D was an Industry - Based development model in which they were systematically field tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or similar standards. The purpose of the research was to develop an English module in the first semester for Eighth grade student at MTs Negeri Sragen based on the revision 2016 edition of curriculum 2013. It was developed by considering the strenghts and the weaknesses of the existing sourcebooks, need analysis, the syllabus, and related principle theories in order to produce an appropriate module.

The reseacher classified the steps suggested by Borg and Gall (2003) into three big steps, they were exploration, development, and validation steps. The exploration step discussed about the description of the existing and quality of the course books and the result of need analysis conducted through having observation and interviews. In the development step discussed the prototype development and the product specification. Finnaly, in the validation step, the reseacher did the field testing and Focus Group Discussion (FGD).

In this research, the data sources were the eighth grade English teacher of MTs N Sragen, the eighth grade students of MTs Negeri Sragen, and the documents in the form of curriculum, syllabus, and existing course books. The technique of collecting data in this research were observation, interview and document analysis. The researcher used triangulation technique and sources to validate the data. The reseacher also used qualitative to analyze the data. The output of this research was the final product named English Module based on the revision 2016 edition of curriculum 2013 for the eighth grade students in the first semester at MTs Negeri Sragen.

3. **Finding and Discussion**

The finding of this research showed the three steps of the research those were exploration, development, and validation step.
a. Exploration Step

In the exploration step, the researcher conducted coursebooks evaluation, class observation, need analysis, and syllabus analysis. The conclusions of the exploration step were as follow:

1) Description of the Existing Books

MTs Negeri Sragen used the book “Bright” by Zaida (2014) published by PT Erlangga and Student’s Digest Book “Materi Bahan Ajar Bahasa Inggris”, a learning module produced by team of English Teachers Forum (MGMP) of Sragen. Both of these books were arranged based on the principle of curriculum 2013 before revision.

2) Book Evaluation

The result of book evaluation based on Byrd’s model (2001), with three criterias of material evaluation:

a) Fit Between the Textbook and Curriculum

Both of the book “Bright” and the book “Materi Bahan Ajar Siswa” were unappropriate to revision 2016 of curriculum 2013 because there are some changes of the materials. For the linguistic content, the thematic content and the pedagogical philosophy in the book “Bright” had been appropriate. But in the book “Materi Bahan Ajar” had not been appropriate because it had different systematic of the book that written by different writers in each unit.

b) Fit Between the Textbook and the Student

The explanation, the example, and the thematic content in those two books were appropriate and helpful to the students.

c) Fit Between the Textbook and the Teacher

The explanation and the example in both of the books were helpful for the teacher. The book “Bright” was completed with teacher’s manual and technological support so it fit to the need of preference. The book “Materi Bahan Ajar” did not completed with teacher’s manual and technological support so it did not fit to the need of preference.
3) Class Observations

From the class observations, it found that the class used two books: “Bright” and “Materi Bahan Ajar Siswa”, but there are some materials that can not be find in both of books because of the revision of the curriculum. The condition made the teaching learning process went slow, passive, and took a long time because the students should take a note all the new materials and the exercises.

4) Need’s Analysis

It was done by interviewed the teacher and the students. According to the teacher, because there is revision in curriculum 2013, the new materials could not find in the book “Bright” and “Materi Bahan Ajar Siswa”. It influenced the learning process, because the students must note the materials and the exercises so it took a long time and the students became passive. Then, according to the students, the students did not know the revision of curriculum 2013. They only knew that they could not find the new materials in their books. It influenced them in learning process, because they must note all the materials and the exercises in their book so it took a long time for them to finish it. they got bored and sleepy in the class. According to them, it was important to have a book that contained the whole materials that fit to the curriculum, so they won’t have difficulties in the test.

5) Syllabus Analysis

From the analysis of the syllabus, the basic competence of curriculum 2013 before revision, there were eight basic competencies and seven basic competencies of revision 2016 of curriculum 2013 in the first semester for eighth grade students. The following are the maps of basic competencies of the curriculum 2013 before and after revision:
Table 1. Maps of Basic Competencies of Curriculum 2013 Before and After Revision

<table>
<thead>
<tr>
<th>Basic Competencies Before Revision</th>
<th>Basic Competencies After Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To ask someone’s attention</td>
<td>a) To ask someone’s attention</td>
</tr>
<tr>
<td>b) To check someone’s understanding</td>
<td>b) To check someone’s understanding</td>
</tr>
<tr>
<td>c) To give and ask for opinions</td>
<td>c) To give and ask for opinions</td>
</tr>
<tr>
<td>d) To show appreciation</td>
<td>d) To show appreciation</td>
</tr>
<tr>
<td>a) To state and ask for ability (can)</td>
<td>a) To state and ask for ability (can)</td>
</tr>
<tr>
<td>b) To state and ask for willingness (will)</td>
<td>b) To state and ask for willingness (will)</td>
</tr>
<tr>
<td>a) Giving instruction</td>
<td>To give and ask for a must, prohibition, and advice (must and should)</td>
</tr>
<tr>
<td>b) Inviting</td>
<td></td>
</tr>
<tr>
<td>c) Prohibition</td>
<td></td>
</tr>
<tr>
<td>d) Asking permission</td>
<td></td>
</tr>
<tr>
<td>a) Invitation</td>
<td>a) To command someone</td>
</tr>
<tr>
<td>b) Greeting card</td>
<td>b) To invite someone</td>
</tr>
<tr>
<td></td>
<td>c) To ask permission</td>
</tr>
<tr>
<td>Stating and asking the existence of people, things, and animals</td>
<td>Greeting Card</td>
</tr>
<tr>
<td>Stating and asking of the routine activities or general truth.</td>
<td>To state and ask the existence of people, things, and animals (there is/ there are</td>
</tr>
<tr>
<td>Stating and asking the happening activities</td>
<td>Simple present tense</td>
</tr>
<tr>
<td>Cause effect</td>
<td></td>
</tr>
</tbody>
</table>
Based on the finding in the exploration above, the researcher developed English Module to provide the materials for eighth grade students of MTs Negeri Srager in the first semester.

**b. Development Step**

In this development step there are two parts namely Prototype development; and Product Specification. There are some considerations in the prototype development such as looking at the result of need analysis, document analysis in the form of the core competence and basic competence of the curriculum 2013 revision 2016 edition, and based on the theoretical review in the exploring step that result the product specification. The following are the explanation

In the need analysis, the researcher interviews the students. The findings of the interview are the students want to have their own module that consist of all the materials they have to learn, complete with the language skills, understandable, example provided, and the exercises that are easy to be understood and provided with an example.

Then, in document analysis, the researcher analyzes the core and the basic competence of the curriculum 2013 revision 2016 edition. The finding of the analysis concludes that the English learning materials of the eight grade students in the first semester are:

**Table 2. The Differences of the Existing Book and the New Book**

<table>
<thead>
<tr>
<th>The Existing Book</th>
<th>The New Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To ask someone’s attention</td>
<td>a) To ask someone’s attention</td>
</tr>
<tr>
<td>b) To check someone’s understanding</td>
<td>b) To check someone’s understanding</td>
</tr>
<tr>
<td>c) To give and ask for opinions</td>
<td>c) To give and ask for opinions</td>
</tr>
<tr>
<td>d) To show appreciation</td>
<td>d) To show appreciation</td>
</tr>
<tr>
<td>a) To state and ask for ability (can)</td>
<td>a) To state and ask for ability (can)</td>
</tr>
<tr>
<td>b) To state and ask for willingness (will)</td>
<td>b) To state and ask for willingness (will)</td>
</tr>
</tbody>
</table>
To give and ask for a must, prohibition, and advice (must and should)

a) Giving instruction
b) Inviting
c) Prohibition
d) Asking permission

a) Invitation
b) Greeting card

a) To command someone
b) To invite someone
c) To ask permission

Stating and asking the existence of people, things, and animals

Stating and asking of the routine activities or general truth.

Stating and asking the happening activities

Simple present tense

The last consideration in developing the English module is the result of the theoretical review of book evaluation. In this research, the researcher uses Byrd’s model (2001). The frameworks are as follow:

**Table.3. The frameworks of the module based on Byrd’s model (2001)**

<table>
<thead>
<tr>
<th>No</th>
<th>Byrd’s Model</th>
<th>The applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fit between the textbook and curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Fit to Curriculum/goal</td>
<td>The prototype based on the revision 2016 edition of curriculum 2013</td>
</tr>
<tr>
<td></td>
<td>b. The Linguistic Content</td>
<td>It covers the grammar, vocabulary, and skill. The researcher includes the grammar and also it contains listening, speaking, reading, and writing skill in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>c. The Thematic Content</td>
<td>The title and the exercises based on the materials are going to be learnt.</td>
<td></td>
</tr>
<tr>
<td>d. The Pedagogical Philosophy</td>
<td>It applies scientific approach. The prototype consists of observing, questioning, exploring, associating, and communicating steps.</td>
<td></td>
</tr>
</tbody>
</table>

2. Fit Between the Textbook and the Student

| a) The Explanation | The explanation of each material by using a simple language systematically that can be understood by the students. |
| b) The Example     | It includes examples to support the explanations and the exercises |
| c) The Thematic Content | The prototype contains the themes that are familiar and culturally fit to the students. |

3. Fit Between the Textbook and the Teacher

| a) The Explanation | The explanation of each material that can be used by the teacher to help the students learn the materials. |
| b) The Example     | It is usable the teacher to expand the materials so that the students understand it. |
| c) The Needs and Preferences of Teachers | The prototype based on the needs and preferences of the teacher. |
d) In-book or Instructor’s manual Support

The researcher devides the prototype into two kinds: (1) the student’s book and (2) the teacher’s book.

e) Technological Support

The researcher includes audio in the form of MP3 for listening skill.

From the considerations in developing the English Module, the specification of the module are as follow:

1) The module is written for the second grade of MTs Negeri Sragen in the first semester. It based on the revision of 2016 of the curriculum 2013.
2) The writer is the researcher herself, Lelly Puji Lestari
3) The module is devided into two modules, student’s module and teacher’s module.
4) It also provides with CD for listening.
5) The module’s size is 21 cm x 29,7 cm. The “English Module” consists of 119 pages for the student’s module and 148 pages for the teacher’s module that devided into seven units.

c. Validation Step

In this step, the researcher describes the implementation of the field testing to have a validation of the module. Field testing was implemented by applying the module in the class in the form of observation. Then, it followed by Focus Group Discussion (FGD) between the researcher, the teacher, and some students. It is done four times by testing two units of the module. The following are the summary:

<table>
<thead>
<tr>
<th>Field Testing</th>
<th>Evaluation</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field testing 1 Unit 6</td>
<td>a) Activity in the Let’s communicate section is not transactional</td>
<td>(a) the activity in the Let’s Communicate section is in the form of</td>
</tr>
<tr>
<td>Field testing 2 Unit 6</td>
<td>No explanation about preposition, so many student’s answers were error</td>
<td>a) Add explanation about preposition in the material summary.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Field testing 3 Unit 7 | a) No example in the activity 8 and 9  
 b) No definition of nominal and verbal sentence | a) examples in the activity 8 and 9  
 b) give definition of nominal and verbal sentences  
 c) the revision being tested again. |
| Field testing 4 Unit 7 | The activity in the *Let’s communicate* section is not transactional interaction | a) Change the activity in the *Let’s communicate* section in the form of transactional dialogue.  
 b) The revision being tested and the students understand the exercises. |
From the field testing, there were some the revision of the module needed. The revision then being tested again in the class. The field testing and validation through FGD concluded that the *English Module* written by the researcher is effective and appropriate with the revision 2016 of curriculum 2013 to be used in teaching learning process of eighth grade students of MTs Negeri Sragen.

4. **Conclusion**

From the research findings, the researcher draws some conclusion as follows.

a. The existing books were based on curriculum 2013 before revision. It impacted some of the materials in edition 2016 revision can not be found in those books.

b. The teacher and the students need to have a book that has the whole materials. They also need examples provided in the explanation and the exercises.

c. The module is based on curriculum 2013 revision 2016 edition. It uses Byrd’s model in developing the module.

d. Field testing and FGD between the researcher, the teacher, and the students were conducted to validate the module.

  e. The finding is an English Module for eight grade student in the first semester based on the curriculum 2013 revision 2016 edition.

There are some suggestions given by the researcher related to the research and development of “*English Module*”:

a. The eight grade English teachers may use the “English Module” as the module for the students. This module provides all the materials in the first semester. It is also appropriate with the curriculum.

b. The educational officer should encourage the teachers to write a module for their own environment based on their school condition. They should be given more opportunities to develop the materials that are appropriate for their students.
c. For further researcher in material development field, it is much better if the researcher involves the experts to get some suggestions of the materials.

5. Bibliography


Undang – Undang No.20/2003 tentang Sistem Pendidikan Nasional

Zaida, Nur. (2014). *Bright, an English Course for Junior High School Students’ for the VIII grade*. Jakarta: Erlangga