

Developing Material for Basic Competence of English Syllabus of 2013 Curriculum for the Seventh Grade Students

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Abstract: The underpreparedness of teacher to implement the 2013 curriculum made the teachers face problems in teaching. They were limited by resources and facilities in learning and teaching process. As a fact, the materials are not appropriate with the new curriculum effectively. To solve the problem, the researcher is representing the research about developing English material. The research design used in this study was Research and Development. The researcher used ADDIE model in developing materials. The product was tried out to the seventh-grade students at State Islamic School (MTsN), Balang-Balang. The instruments used in this study were questionnaire and rubrics for the expert judgment to validate the product. The result of this study concluded in three main points. *The first*, the systematic organization of developing Descriptive Materials dealing with 2013 Curriculum was developed based on the result of the need analysis in preliminary study. *The second*, the systematic English Teaching is appropriate with the learning activities based on the result of the analyst and observer when the implementation done. *The third*, the systematic content of materials was already checked by the expert in order to validate the whole of materials in a Module and he claimed that it was valid to use.

1 INTRODUCTION

On July 2013, the education system in Indonesia establishes a new curriculum that is 2013 Curriculum (K13). The 2013 curriculum itself is a curriculum that promotes the understanding, skill, and character education, in which students are required to understand the material, active in the process of discussions and presentations as well as having good manners and high discipline (Pendidikan and Indonesia, 2013). The 2013 curriculum is a develop curriculum with competence base from the previous curriculum in 2004 and KTSP 2006 which has attitude base, knowledge, and skill.

Based on the case above, the 2013 Curriculum was supposed to be implementing by the teachers in every schools in Indonesia. But the fact, there are still some teachers especially English teachers in south Sulawesi who still do not understand the procedures for the implementation of the curriculum in 2013 and still uses the principle KTSP of teaching the curriculum when they have set a standard school 2013 curriculum.

To ensure that issue the researchers had conducted a preliminary study in May 2015 by interviewing one of the English teachers of MTsN Balang-Balang Gowa to analyze the implementation of 2013 curriculum especially in the Seventh Grade Junior High School. Researchers have chosen MTsN Balang-Balang Gowa as the place of her research because it easier for the researchers to develop the teaching materials because the teacher in this school really cooperative. It was also one of a few schools in south Sulawesi that has been already implementing 2013 curriculum. After doing an interview, researchers found that there were still many obstacles faced by teachers on implementing the 2013 curriculum in this school such as the unpreparedness of teachers in implementing the 2013 curriculum relating to the competence and creativity of teachers, the lack of specialized training of Religious Ministries related to the implementation of 2013 curriculum, facilities and learning resources (handbook) were inadequate and not enough to be applied. Consequently, teachers were still used the book-based curriculum KTSP and the teacher need

additional sources of teaching materials to vary the learning activities in the class based on 2013 curriculum effectively.

After identifying the problems and analyzing the factors, the researchers have a view that the existing problems above should be overcome. One way to overcome is to develop good material based on 2013 curriculum. The researchers along with her six friends who have related researches conduct projects to resolve the problems concerning the learning material, particularly in the seventh-grade curriculum is based on the syllabus of 2013, which has 11 basic competencies and the researchers conducted basic competence 3.7, 3.8 competences on syllabus.

2 LITERATURE REVIEW

2.1 Some Previous Finding

Some researchers have conducted researches related to research and development, and what they have found are shown such as Prihatiningsih (2011) conducted a study on *developing materials for teaching descriptive text through Facebook for year seven students of junior high school*. She found that the content standard as the center on the process of learning is syllabus. It compiled the standard of competence and basic competence that consist of Instructional materials, lesson plans, learning activities, evaluation, time allotment, sources and so forth. It meant that syllabus covered all of the process of learning to fulfill the goals and objective of the course. Syllabus also helps the teachers to know “what is the target that they want to achieve as long as the process of learning. It runs a well or not. In her study also found that developing materials of Descriptive text in Facebook were suitable with the students’ environment. It indicated that the student can improve their writing ability especially in writing descriptive text with utilizing the social media as a media in learning.

On the other side, Ganjarsari (2015) conducted on her result of survey on students of 7B class of SMP Wahid Hasyim Malang that the newest curriculum, 2013 curriculum, has much material and complicated in every chapter. It indicated that the materials make the student to get bored. In the other hand, the teacher was limited by references of materials, because the teacher just used the module of 2013 curriculum from the government. Therefore, the teacher should provide interesting media and material to the students. On her study also reveal that to support the

learning activity to improve students’ listening skill, he need to developing English material about song to teach language components such as in listening, pronunciation ability, mastery in vocabulary and grammar through the song.

Another research comes from Tegeh (2014) with the study about *developing materials of problems that faced on seminar of technology in education using ADDIE Model*. His study showed about theoretical in designing and developing material. It is the system in developing material systematically and available to design and develop material. The system is ADDIE Model. Where ADDIE model is one of the popular model to design and develop material that structurally. On his research, he explained every stage in ADDIE Model completely. In addition, ADDIE model is one of model in Research and Development method that appropriate for conduct this research.

Based on finding above, the researchers concluded that research and develop materials are need for students and teachers and developing materials for seventh grade student based on 2013 Curriculum are still possible to be develop. Researchers will remake and redesign book because the teachers need some sources that will use in teaching and learning process dealing with 2013 curriculum.

2.2 Some Pertinent Ideas

2.2.1 Definition of Materials Development

Tomlinson (2011) defines materials development is both a field of study and a practical undertaking. As a field it studies the principle and procedures of the design, implementation, and evaluation of language teaching materials.

Moreover, Richards (2001) states language curriculum development refers to the field of applied linguistic. It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language.

Yaumi (2012) concludes that developing material is instruction or not only as learner but also the deliverer who stand every day in front of the class. They also together with the expert of content, designer, and instructor implementation of education develop new concept in teaching and learning process.

2.2.2 The Kinds of Material Development

Researchers adopted ADDIE Model. ADDIE is acronym of Analysis, Design, Development, Implementation, and Evaluation.

The first is an *Analysis*. In analysis phase, the researchers identify of learners' needs, skill, exiting knowledge, and learning style. Then, researchers consider time line and budget needed in this research.

This phase is the most essential because it is the foundation or stepping stone for all other phase of this model. These outputs will be the inputs for the next phase. Design phase.

The second phase is *Design*. In this phase, the researchers will design English materials based on curriculum 2013. In this phase, researchers will formulate learning objectives, define learning strategies, looking for the source for developing material which is relevant with basic competence 3.7 and 3.8 and arranged in a blue print or material framework.

The third is *Development*. This phase the framework or blueprint designed in the design phase will be developed in this stage. There are some steps in doing this phase. *First*, the researchers list what activities which can assist the learners learn the materials. *Second*, researchers select the best way which is appropriate with learners' styles. *Third*, researchers develop and produce material for basic competence 3.7 and 3.8 dealing with curriculum 2013 objectives of the course. Then, researchers organize the materials. After that, researchers validate the materials to experts to make sure whether the material is appropriate to the students' needs as well as the goals and objectivities of the course or not. *Finally*, the final product is ready to be implemented.

The fourth phase is *Implementation*. This phase deals with trying-out the product. In this case, the product is going to be implemented in the real learning/teaching.

The fifth phase as the last phase is *Evaluation*. This phase is designed to measure the rate of quality of the materials as being implemented. It will measure the appropriateness of the developing materials.

3 METHODS

This study is Research and Development (R&D). The researchers apply ADDIE model that was more applicable because the model has more than one revision in the R&D cycle. It makes the product more valid, Research and Development Model.

The research design used by researchers in this study was Research and Development (R&D). R&D is a name of research designs involving the set of curriculum, the learning device such as syllabi, teaching materials, student worksheets, learning media, tests to measure learning outcomes (Latief, 2012).

The researchers will adopt ADDIE Model. ADDIE model is one of the models that can be applied in research and development to guide the researcher developing materials. It can be also an acronym of Analysis, Design, Development, Implementation, and Evaluation that refers to five stages on ADDIE cycle.

The ADDIE Model is designed to ensure that the learners will achieve the goals and objectives of the learning purposes. It also allows the evaluation of students' needs and provides simple procedure to design and develop materials. Not only designing material, but also it can be used in designing test (Mahirah et al., 2016).

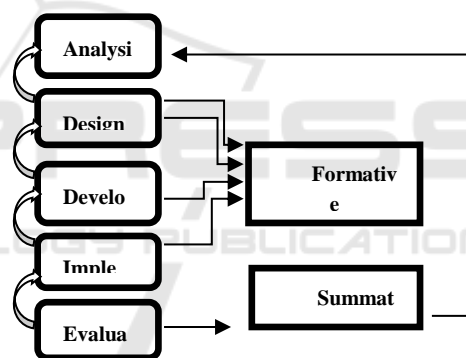


Figure 1: ADDIE Model, Diagram by: Steven J. McGriff.

4 FINDINGS

The result of the research finished based on ADDIE model which had been done on the development. Furthermore, this section presented some results in the developing English Materials for adjective and verb that describing about adjective and verb of people, adjective and verb of animal and things. They included the result of needs analysis, the result of product design by utilizing the qualitative method, and the results of validation by analyzing the correction and suggestion by answer of the three Research Focus of this research.

4.1 The Result of Needs Analysis (Analyzing Phase)

This part shows the result of need analysis, where the first stage in ADDIE model. The result show that some information about the learners' need, learners' skill, learners' style in learning and other base information about the process of learning. The result is the first step that was a reference to develop materials.

4.2 The Results of Need Analysis of Materials Based on the Syllabus

The result of needs analysis based on the materials in the syllabus of 2013 Curriculum covering the 3.7, 3.8, 4.8, and 4.19 competencies were expected to the students to be able to recognize the characteristic of people, things and animals, where the topic covered a short and simple text structure, and language elements of human, animals, and things Attitude.

First, the core topics had been designed into twelve subtopics which were appropriate with the amount of meeting learning. In other words, materials of adjective and verb were developed in several subtopics. They were people and things around school, Animals in the zoo, and people and things around us, things that really useful.

Second, every meeting had a core skill and it was integrated one another in flows of skill that the writer arranged systematically. Again, learning activities dealt with scientific approach included observing, questioning, collecting information, associating, and communicating.

Last, the researchers developed learning instruction referring to the type of activities which was consisted of individual, pair, and group activity, the amount of activities, and text structure. These materials were developed in order to provide suitable materials for the Seventh-grade students of MTsN. Balang-Balang, Gowa.

After analyze the three steps above, it showed the results of need analysis of developing learning materials based on the student's questionnaires. The questionnaires consisted of three parts. The first was systematic organization of integrated English materials. The second was systematic English teaching which was appropriate with the learning activities and the third was systematic content of English materials covered the syllabus of the 2013 curriculum. After distributing the questionnaires, in systematic organization of integrated English materials part, the researchers then concluded all the findings as shown below;

In part A consisted of six questions. For the first question *do you like if the teacher gives apperception before the class start?* All students were chosen *yes* that means they really want if the teacher gave apperception.

The second question *what kind of opening formation do you like most?* There were five options for that question. They were ice breaker, warming up, only pray, motivation story, and small games. There were 24 students who chosen only pray, three students were chosen motivation story and only one student was chosen small games. As result shown, researchers conclude that they liked pray and motivation story.

The third question *What kind of activities do you like?* the researchers found that there were 30 students who have chosen that they wanted listen to the teacher's explanation directly and no one students chosen for direct to practice and reading the instruction from the book.

The question for the forth *What kind of learning material do you like most*, the researchers found some variety on students' answer. There were 5 students who chosen for text, 15 students for drawing, 2 students for dialogue, and 8 students for presentation. As result shown, researchers conclude that they like if the materials served with the drawing content.

For the fifth question *what kind of book design do you wish for?* There were 14 students who chosen for drawing, 14 students also who chosen with color, and 2 students who chosen for black and white. After identified, researchers conclude that the students wanted if the book was design with drawing and full color.

The last question *what kind of drawing do you wish for?* There were 7 students who chosen caricature, 5 students chosen for cartoon, and 17 students chosen for real picture. After obtain the result, the researchers conclude that the students like if the design model with real picture.

4.3 The Design of the Content Materials (Designing Phase)

In this phase, the researchers made a design of blue print. This blue print filled with six components. The components were the topic of each meeting, content of materials, primary skill, the flow of skills, scientific approaches that consist of five approaches (observing, questioning, collecting information, associating, and communicating), and the last was learning instructions that consist of three parts (type of activity, amount of the activity in meeting, and text structure used).

4.4 The Result of the Product Design Based on Module (Development Phase)

This section presented some aspects on how to develop Descriptive about the characteristic of people, things and animals. They included the systematic organization of materials, systematic of English teaching, and systematic content of English.

4.5 The Result of Implementation (Implementing Phase)

There are two results of implementation. *The first*, the results of materials based on the observation learning instrument. In this phase, there were three main stages of the implementation of the preliminary study, the core and the cover. At a preliminary stage, there were several aspects that needed to be considered. Therefore, all of the results were discussed on the following weighted achievement by an observer with 1 until 4 grading scale, where 4 (very good) 3 (good) 2 (less good) 1 (not good).

The results of the observer ratings, the first was a form motivation of students that include; associate learning materials were now with the experience of learners (score 4). Asking challenging questions (score 3). Delivering the benefits of learning materials (score 3). Demonstrating something related to the subject materials or topic (score 4) and checking the behavior of the initial (entry behavior) (score 3).

The second was the delivering of competency and plan activities that include; delivering the capability to be achieved by learners (interaction KI 3 and KI 4 which have implications for the development of KI 1 and KI 2) (score 4) and submitting an action plan (score 3).

Furthermore, the core learning phase to consider several aspects including; mastering of the material which cover; the ability to adapt material to the learning objectives (score 4). The ability to link the materials with other relevant knowledge, science, and technology development in the real-life situation (score 3), managing the discussion of learning materials with learning experiences appropriately (score 4). Presenting material in a systematic (easy to difficult and concrete to the abstract) (score 4).

Moreover, the core activities of observer also concluded the implementation of learning achievement. These were the observations; aspects of the application of learning strategies, including; the learning activities in accordance with the competence to be achieved (score 4). The learning activities

included preliminary component, the core and the cover (score 4). Learning activities coherently (score 4). Discipline and good classroom atmosphere (score 3), contextual learning (score 4). Developing spiritual attitude activity learning and social attitudes of learners (score 4) as well as learning according to the planned time allocation planned.

In other hand, analysis also formulated the score due respect to the application of scientific approach (observing, questioning, collecting information, associating and communicating), among others; facilitating learners to observe and to determine the problem that we wanted to know (score 4). Facilitating learners to formulate questions (score 4). Facilitating learners to gather information /data relevant to the questions that have been formulated (score 4). Facilitating learners to process/analyze information to make conclusions (score 4). Facilitating learners to communicate knowledge gained.

In addition, observer also concluded an assessment of teachers based on the utilization of learning resources/media in learning. The analyst Viewed aspects included; demonstrating skills in the use of learning resources (score 4). Demonstrating skills in the use of learning media as varied as the use of audio/song, cartoons and play games (score 4). Producing a compelling message through the use of instructional media (score 3). Involving the students in utilization learning resources (score 4). Engaging learners in the use of media (score 4).

Therewith, fostering active participation of learners (mental, physical, and social) through the interaction of teachers, learners, learning resources (score 4). Respond positively the participation of learners (score 4). Demonstrating interpersonal relationships conducive (score 3). Cultivating cheerfulness or enthusiastic learners in learning (score 4). At least, that aspect also could not separate from the observer ratings of the students that used language correctly that covered in the process of learning and teaching. Therefore, to conclude the results of such assessment, the teachers used spoken language clearly and fluently (score 4), Used written language which is good and right structurally (score 4), Conducted a reflection or a summary to engage learners (score 4), provided oral and written tests (score 4), collected a work as portfolio materials (score 4), conducted a follow-up to provide direction following activities and tasks enrichment or remedial (score 4).

The second is Expert judgment suggestion. Finally, the expert pointed out that the teaching

materials that the author developed previously were clear, understandable, and applicable.

4.6 The Result of Evaluation (Evaluating Phase)

In this phase, it showed the result of evaluation of Analysis of Students Teaching Materials and the result of evaluation of expert judgment suggestion.

The first result is the result of evaluation of analysis of students teaching materials was covering five components. *First*, the suitability of the contents of the book with the basic competencies consist six contents. They are; 1) Contents instructional materials described conformity with coverage KD of KI-1 and KI-2. 2) Contents of teaching materials described conformity with coverage KD of KI-3. 3) Fill instructional materials describe the conformity with coverage KD of KI-4. 4) Contents of teaching materials describe the adequacy growth development KD of KI-1 and KI-2. 5) Fill each instructional material describe the adequacy Achievement Indicators KD of KI-3, and 6) Content of teaching materials describe conformity with the adequacy Achievement Indicators KD of KI-4.

Second, the breadth, the depth, the present, and the accuracy of the learning material in each chapter guide students included 1) contents of teaching materials describe the suitability, breadth, and depth of the material with coverage KD of KI-1, KI-2, KI-3, and KI-4, 2) fill instructional materials describe the suitability of the material in the context of the current (present), and 3) fill instructional materials describe the accuracy/ truth concept.

Third, shows an example of teaching materials (factual knowledge, conceptual and procedural) in each chapter guide students. Which includes 1) Contents of teaching materials to illustrate examples of material factual knowledge, 2) Fill material teaching materials to illustrate examples of conceptual knowledge, and 3) The contents of teaching materials describe examples of the material exposure procedural knowledge.

Fourth, the feasibility of the learning activities in each chapter guide students. Which includes 1) Contents of teaching materials describe the steps KD achievement of KI-3 and KI-4, and 2) Fill instructional materials describe the use of one of the activities step learning model discovery learning, project-based learning, problem-based learning, inquiry learning, genre-based learning.

Fifth, feasibility assessment in each chapter guided the students in 1) Fill each instructional material describe aspects growth development

attitude, 2) The contents of teaching materials describe their assessment knowledge aspect, and 3) The contents of teaching materials describe the aspects of skill growth development.

For the second result is about the result of evaluation of expert judgment suggestions. The result showed the components of the teaching materials in 3.7, 3.8, 4.8, and 4.9 competences that developed as a module already shown and checked by the expert and again to validate the learning materials (module), expert used the instrument of Learning Materials Analysis. The Learning Materials Analysis used was the standard one, where there approximately four items marked then the module validated.

Moreover, *the first item* was the suitability of the materials with the Standard Competence. Then, the expert his self-marked that the learning materials in the module already suitable with the standard competence (KI 1-4). *The second item* was the breadth, depth, up to date, and accuracy of the teaching materials in every single meeting. The expert claimed that all the materials in were accurate and up to date since the source were strong and accurate. Further, *the third item* that marked was the sample of the learning materials should showed the factual knowledge, conceptual knowledge, as well as its procedure. The expert claimed that the learning materials already showed what this item was strived for. *The last item* was the properness of the learning activity in every single meeting. Since the activities in the module were cleared and explained the step of the activity by using the scientific approaches, then the expert convinced that all the learning activities were proper. Finally, after all the items marked and resulted goods mark, the learning materials (module) then claimed as valid.



Figure 2: The cover of module as a product.

5 DISCUSSION

Based on the research focus presented in the previous chapter, there was a research question by covering 3 subtopics questions that had answered. They were systematic organization of materials, systematic content of materials and systematic learning materials according student needs and base on 2013 curriculum by using ADDIE Model.

Furthermore, for the research question about need analysis the researchers found in systematic organization of materials that the students wanted materials from conversation and observation, and material with real example.

Moreover, in systematic organization of students' needs of questionnaire, the researchers indicated that in learning English, particularly in learning adjective and verb materials was well-organized, understandable, full color, and real picture.

In addition, the result of evaluation of student's book analysis instrument by the expert, were well-defined goals. For instance, practice the useful expression, discussions, pairs, small group, presentation and individual. The result from validation of teaching materials showed that the goals of product were clear and understandable.

6 CONCLUSIONS

Based on the findings and discussions of the research, and are associated with the formulation of the research focuses, it can be concluded some points related to the development of descriptive Materials as follows:

Firstly, the systematic organization of developing Descriptive Materials dealing with 2013 Curriculum was developed based on the result of the analysis of the questionnaire that distributed to the students in Seventh Grade students at MTsN. Balang-balang, Gowa, where the questionnaire aimed to know the students' need in learning about descriptive. (Describe the characteristics of people around school, people around us, things and animals).

Secondly, The systematic English Teaching which is appropriate with the learning activities based on the 2013 Curriculum already appropriate based on the analysis of the analyst and the observer when the implementation done.

Thirdly, The systematic content of Describing the characteristics of people, things and animals covered the syllabus of the 2013 Curriculum already checked by the expert in order to validate the whole materials

in a Module and claimed that it was validated by the expert.

7 RECOMMENDATION

This product is developed for Seventh Grade students. It can be used in English Language Teaching Department. Therefore, it is strongly recommended for the teachers who teach English subject to use this product as their primary reference.

Many ways can be done to disseminate this product. *First*, publishing for a commercial purpose can be the best way to disseminate it because the publisher will work hard to sell it as much as possible. *Second*, calling a seminar or workshop can also be away to disseminate it. It means that it was promoted to the public who attend to the seminar.

Finally, the internet is also one of the best alternatives to disseminate it. It can be uploaded either for commercial or free, and then we share its link to our friends, community, and groups using Facebook, Twitter, E-mail, and other social media.

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