Developing Descriptive Text Materials Dealing with 2013 Curriculum for the Seventh Grade Students

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Abstract: This research aimed at developing the materials of Descriptive Text based on 2013 curriculum or K13 for the Seventh Grade students in MTsN. Balang-Balang. Based on the preliminary study in July 2015, the researchers found that both teacher and student did not have appropriate and well-understandable materials in teaching and learning descriptive text. Moreover, teacher on implementing the K13 was unprepared due to the lack of training given by the government yet the students found difficulties in learning English since they did not have many sources except the students' book provided by the government. The design of this research was Research and Development (R & D) and the development model was ADDIE model. The procedures included analyzing materials needed by students, designing the blueprint and developing the materials through the syllabus of K13. Type of data obtained in this study was qualitative data while the instruments were questionnaire and rubrics for teacher and expert. In this research, teacher and expert were involved to validate the product Therefore, based on the teacher and expert judgment as well as try-out design result, the developed descriptive text materials is applicable to be taught at the Seventh Grade of Junior High School as an additional learning and teaching materials

1 INTRODUCTION

The idea to conduct this research came directly when the researchers visited and observed a teaching and learning process at the Seventh Grade in MTsN. Balang-Balang, Gowa, South Sulawesi Based on the observation, it was found many obstacles in implementing the 2013 curriculum. First, the students were not interested in learning process. Second, the teachers were not given authority to arrange the syllabus because it had been set by the government. Third, the teachers indeed developed the learning planning process but the primary course book was still limited. Furthermore, the teachers claimed that the specialized training about the implementation of the 2013 curriculum had not flattened yet. Finally, those caused the unpreparedness of the teachers to implement the materials through 2013 curriculum in teaching.

Based on the observation above, the researchers conducted a pre-experiment study in July 2015 at MTsN. Balang-Balang. In this session, the researchers identified the syllabus in 2013 curriculum referred the 3 and 4 basic competence (KD 3 and KD 4). Those competences covered two areas of the learning material. First, stating and asking about the materials. Second, arranging the materials in learning activities deal with observing, questioning, collecting information, associating, and communicating. The purpose of this preliminary study was to identify the problem stated previously by conducting a research which was appropriate with the students' need.

In the 2013 curriculum, the teachers should design the material for teaching process based on the syllabus that already arranged by the government. The teaching plan should be more creative to attract

the students. However, it was the challenge for the teachers to develop the teaching materials as well.

After identifying the factors above, the researchers thought that teachers might have reference as source for teaching. Teacher should not only focus on the teacher's and the student's book that have been provided by the government but also need an extra reference to help them easier on teaching the materials as well as the students enjoying and understanding the materials. Hence, the researchers believed that the problems should be tackled and the best way to deal with the less-applicable components on English teaching materials on 2013 curriculum was to design English teaching materials covered module based on Curriculum/K13 which aimed to help both teacher and student get easier in teaching and learning process. Another reason on the way researchers conduct this research was to develop the English materials by designing a module as the additional source for the teacher. The teachers' book that provided by the government was the main source at the time while the teachers were obligated to design their own material as attractive as possible.

This research focused on developing the English material dealing with 2013 curriculum and specifically for KI (Basic Competence) 3.10, 4.12, and 4.13 about descriptive text. Furthermore, the researchers formulated a study entitled "Developing Descriptive Text Materials dealing with 2013 Curriculum of the Seventh Grade in MTsN. Balang-Balang."

2 LITERATURE REVIEW

As a field of study and a practical undertaking, Material Development studies the principles and procedures of many aspects of language teaching materials, they are the design, implementation and evaluation. (Tomlinson, 2011, p.2). In a study written by Nation and Macalister (2009) it is said that curriculum design involves many of the areas in Applied Linguistic, such as language acquisition research, teaching methodology, assessment, language description, as well as material production. While Richards (2001, p. 13) reveals that curriculum development can be identified as writing process to design more materials included gather the ideas, contents, practices and reviewing text.

There are many kinds of model which can be implemented in order to develop material such as Borg & Gall model, Sugiyono model, Dick and Carey model and Kemp model. However, the researchers adopted the ADDIE Model by Drljaca et al. (2017) because it is suitable for this study. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation.

The 2013 Curriculum is a re-form curriculum from the KTSP, aims to improve and balance both soft skills and hard skills of students such as; religious, skill, and knowledge. However, this research designs a product dealing with the Indonesian Curriculum called K13.

Curriculum is the most contributed element in order to achieve the potential quality of the development process of the learners. Curriculum is a potential experience set up in the school as a purpose of disciplining the children and youth in group ways of thinking and acting. Further, the outcomes of Curriculum are the planned and guided learning experiences formulated through the systematic reconstruction of knowledge and experience.

In Modul Pelatihan Implementasi Kurikulum (2013, p. 4) the 2013 Curriculum is the development of curriculum with basic competence from the previous curriculum in KBK 2004 and KTSP 2006 which has attitude, knowledge, and skill. There are four competences for the 2013 Curriculum:

a) Core Competence or Kompetensi inti-1 (KI-1) is set for religious competence
b) Core Competence (KI-2) is set for social competence
c) Core Competence/KI (KI-3) is set for cognitive competence
d) Core Competence/Kompetensi inti-4 (KI-4) is set for skill competence.

3 METHOD

This research is R&D research and the development model used was ADDIE Model or Analysis, Design, Development, Implementation, and Evaluation that introduced by Steve J. McGriff, 2000. Therefore, the procedure of this study as shown in the steps below:

Figure 1. The ADDIE's Model (Drljaca et al., 2017)
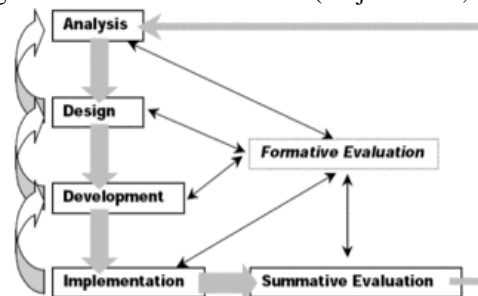
a) Analysis - In the first step, the researchers analyze the English teacher's handbook as well as the questionnaire which had been distributed to the students at the Seventh Grade in order to identify the students' need. Following that, the researchers identified the systematic English materials which related to the syllabus of the Curriculum set by the government for the English teaching. Finally, from the teacher's syllabus the analyzing process was done and decided to cover the materials about describing people, animals and things.

b) Designing - English teaching materials in-line with the K13 by covering the description of people, animals and things materials was done in this phase. After that, the researchers created the systematic blueprint of the organization materials, learning materials and the contents of the materials. Last but not least, the researcher also looking for several sources as the guidance to design the English teaching material that are suitable for describing people, animals and things.

c) Development - The lesson plan in blueprint is developed in this stage.Hence, the developing materials for describing people, animals and things materials dealing with K13 has been becoming the objectives of the course. Furthermore, the researchers also organize the English teaching materials systematically that suitable to the scientific approach and learning methods in Indonesian curriculum in order to support the learning objectives and materials of lesson plan developed. Following that, the experts measured whether the product was appropriate with students' needs as well as the goals and objectivities of the course or not. Lastly, the experts claimed that final product was ready to be implemented or tried out in the next phase.

d) Implementation - The product is tried out in this phase in order to measure the appropriateness and suitability of the materials to the learners.

e) Evaluation - As the last steps in this method, Evaluation was designed to measure the quality of the materials as well as the appropriateness of the developed materials. Formative and Summative Evaluation are gathered in this phase and one expert of 2013 Curriculum became an evaluator for the students' book.

4 FINDINGS & DISCUSSIONS

4.1 Findings

Based on the research focuses integrated with ADDIE model, this study revealed the result as follow:

The need analysis result based on the English teaching materials in the syllabus of Curriculum /K13 that covered the 3.10, 4.12, and 4.13 competencies were expected to the students to be able to make a short and simply descriptive text for describing people, animals and things. First, the core topic had been divided into twelve subtopics which were appropriate with the total of the meetings. In other words, materials of describing people, animals and things were developed in several subtopics. They were describing people itself, person who has influence, describing photo or picture, person who is close to you, descriptive text about animal in general, feared animal, wild animal, describing pet, describing things in general, my house, dangerous things and my favorite thing. Second, each meeting had a core skill and it was integrated with scientific approach in K13 included observing, questioning, collecting information, associating, and communicating. Last, the researchers developed learning instruction based on the type of activities, they are individual, pair and group activitiy, the amount of activities, and text structure. As the main purpose of this research, the materials were developed to provide the appropriate and well-understandable materials for the Seventh Grade students especially the students at MTs Negeri Balang-Balang.

Table 1: Result of questionnaire part A (showing the response of the students).

Question	Total Response
Do you like if the teacher gives you the learning formation before the class started?	1. Yes =29 2. No = 0
What kind of opening formation do you like most?	1. Ice Breaking =0 2. Warming Up =3 3. Only pray =13 4. Motivation story =13 5. Small Games =0
If the class has started, what do you like to do?	1. Listening the teacher's explanation =27 2. Directly to practice =0

	3. Reading the instruction from the book=2
What kind of learning material that you like?	1. Text =12 2. Drawing =6 3. Dialogue =3 4. Presentation =8
What kind of design that you expect?	1. Drawing design=17 2. Colors design =4 3. Black and white design =6
What kind of design model that you want?	1. Caricature=1 2. Cartoon =9 3. The real picture = 19

In the part A, all students wanted to be given the pre study-orientation before studying, they are pray and motivation story, they wanted directly listening the explanation, students liked when materials given in a text form and more like if the book was designed with real pictures as they saw in the daily life. Furthermore, in part B, the researcher came into a conclusion as shown in a table below;

Table 2: The result of questionnaire part B (showing the response of the students).

Question	Answer
In what way do you like to learn Descriptive Text?	1. Through conversation =4 2. By observing the media =10 3. Through Discussion = 15 4. Others =0
If the material is about describing people, who will you describe then?	1. Friend =11 2. World figure =7 3. Celebrity =2 4. Any other related =8
If the material is about describing animals, what kind of animal that you want to describe?	1. Pets =14 2. Animals that found around =5 3. Favorite animal =9 4. Any other related =1
If the material is about describing things, what kind of thing that you want to describe?	1. Things in the school =9 2. Things in home =5 3. Things around us =8 4. Favorite thing =7

This part consisted of four questions, students were liked "discussion and observing" when they learn descriptive text, students would like to describe about their friends, world famous people and celebrity. Furthermore, when they were asked to describe animals then they would like to describe their pet, favorite animals as well as animals around them, however, students would like to describe the things in the class, things they liked most, things around them and things that they found in their home if when they were asked to describe about things.

Table 3:The result of questionnaire part C (showing the response of the students).

Question	Answer
What kind of learning model do you like most?	1. Individual =3 2. Pair =7 3. Project group =2 4. Discussion= 17
What kind of model project do you choose for doing a project?	1. Individual project=0 2. Pair project =2 3. Group project =26 4. None of them =1
What kind of presentation model do you choose If you are asked to present a related learning material?	1. Individual presentation =4 2. Pair presentation =5 3. Group presentation =18 4. None of them = 1
Do you like a teaching that combined with game activities?	1. Yes=22 2. No=7
What difficulties that you face in learning English (Descriptive Text)?	1. The students did not like very long text and dialogue. 2. The students were difficult to memorize the new vocabulary. 3. The students were difficult to translate the materials in source language. 4. The students were difficult to concentrate during the learning and teaching process.

Part C consisted of 5 questions, as a conclusion, it was found that the students liked a learning model with discussion, pair and individual, students also liked doing the project with a group, and when they were asked to present a learning material they would like to present it with their group or with their partner, however students wanted the teacher to combine the teaching process with "games activity", and researcher also found some obstacles that students faced when they were learnt descriptive text; 1) Students did not like long text and dialogue 2) Students were difficult to memorize a dialogue and vocabulary 3) Students were difficult to translate the lesson into the source language, and 4) Students

were difficult to concentrate during the learning process.

4.2 Discussion

The aim of this research was to develop the English teaching materials by covering the K13 syllabus (Describing people, animals and things). Therefore, this research is Research and Development (R&D) by applying the ADDIE Model.

a) The result of need analysis

The experts claimed that the materials were suitable, appropriate as well as understandable because the materials matched with the goals of the course. Moreover, the expert stated that the language used was clear and appropriate with students' level of English so it was understandable for them.

b) The Results of Designing the Blueprint

The results of product design included the topics were divided into twelve meetings/lessons. There was core skill in every meeting as a symbol to achieve the purpose of study objectives and applied the flows of skill as the steps to make both teacher and student more straight forward in understanding the content of material. Besides, the scientific approach covering observing, questioning, collecting information, associating and communicating became the existing objective to arrange the related topic and by adding learning instruction included type of activity, amount of activity, and text structure as additional qualified items in arranging the material for developing phase.

c) The Result of Developing Materials

The expert stated that all items in the product were proper and good to be used derived to the students' need as well as the blueprint designed.

d) The Result of Implementing the Materials

Based on the result, the materials had been related to the current learning materials with the learners' learning experience previously. The material was systematic (easy to the difficult, from the concrete to the abstract) and also presented the flow of skill to make learners understand. The method and Scientific Approach of 2013 Curriculum enabled to leave the question of why and how, encouraged the learners to ask, facilitated the learners to try, to observe, to analyze and provided questions for the learner to reason like processing logical and systematic thought. Again, it presented the learners several of activities to communicate in communication.

e) The Result of Evaluation the Product

In this evaluation, one expert and one English teacher were involved to check the quality of the product. They stated that the product was good and well-designed to be learnt because it was appropriate with the students' need in the field.

5 CONCLUSIONS

The research was adapted from the ADDIE model by Steve J. McGriff to develop English materials for the Seventh Grade students referring to describing people, animals and things materials. First, the researchers spread out the questionnaires to know the needs of the students and analyzed what English materials existing in the syllabus used in K13. Afterwards, they put them in the form of a blueprint and developed a blueprint in the form of modules. After developing the materials, they evaluated formatively the materials to the expert twice by using student book assessment rubric set by the government. Furthermore, they tried out the product to the learners and tried out to implement the product in the classroom in order to measure the appropriateness of the final product. Finally, the experts decided whether the product has passed the measurement or not until the experts claimed that the materials expected to be a secondary book for students and teachers existing at MTs Negeri Balang-Balang, Gowa had well crafted. The researcher had developed well-designed and proper used materials for teaching Descriptive Text on describing people, animals and things.

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