

DEVELOPING SIGNS AND SONGS MATERIALS DEALING WITH THE 2013 CURRICULUM FOR THE SEVENTH GRADE STUDENTS IN MTsN BALANG-BALANG

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ABSTRACT

This research aimed to develop Signs and Songs Materials based on 2013 curriculum for the Seventh Grade Student at MTsN. Balang-Balang, Gowa. It was Research and Development (R&D) applied ADDIE model standing for Analysis, Design, Develop, Implement, and Evaluate. The procedures were; 1) analyzing materials needed by students; 2) designing the blueprint; 3) developing the materials through the syllabus of 2013 Curriculum; 4) implementing the product (try-out product); and 5) evaluating the product. The product was tried out to the seventh grade students at MTsN Balang-balang. Type of data obtained in this study was qualitative. The instruments used in this study were questionnaire and rubrics for teacher and expert. Then, the teacher and expert were involved in order to validate the product. They validated three systematic aspects of the product, namely; the organization of the Materials, English Teaching strategies or method, and the content of the materials. Finally, based on the teacher and expert judgment as well as try-out design result, it was found that the developed materials were applicable to be taught for the Seventh Grade of Junior High School as additional learning and teaching materials which help both students and teachers in learning process based on 2013 Curriculum.

Keywords: Developing teaching material, signs and songs, the 2013 Curriculum

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan materi bahasa Inggris (Signs dan Song) berdasarkan Kurikulum 2013 untuk siswa kelas VII MTsN. Balang-Balang, Gowa. Penelitian merupakan Penelitian dan Pengembangan (R & D) dengan menerapkan model ADDIE singkatan dari *Analysis, Design, Develop, Implement, and Evaluate*. Prosedur dalam penelitian ini ada; 1) menganalisis materi yang dibutuhkan oleh siswa; 2) merancang *blueprint*; 3) mengembangkan materi sesuai silabus 2013 Kurikulum; 4) menerapkan produk (uji coba produk); dan 5) mengevaluasi produk. Produk ini diujicobakan kepada siswa kelas VII MTsN Balang-Balang, Gowa. Jenis data yang diperoleh dalam penelitian ini adalah kualitatif. Selanjutnya, instrumen yang digunakan dalam penelitian ini kuesioner dan rubrik untuk guru dan ahli. Guru dan ahli dilibat dalam rangka untuk memvalidasi produk. Mereka

memvalidasi tiga aspek sistematis dari produk, yaitu; organisasi dari materi, strategi English Teaching atau metode, dan isi materi. Berdasarkan penilaian guru dan ahli serta ujicoba hasil produk, ditemukan bahwa materi yang dikembangkan dapat diterapkan untuk diajarkan untuk kelas VII SMP sebagai materi tambahan yang membantu siswa dan guru dalam proses pembelajaran berdasarkan 2013 Kurikulum.

Kata Kunci: Mengembangkan bahan ajar, materi Signs dan Sons, 2013 Kurikulum

INTRODUCTION

The idea of this research comes from the phenomenon of education system in Indonesia that is Curriculum reform from School-Based Curriculum (KTSP) into 2013 Curriculum (K-13). It has been gradually implemented since the beginning of 2013/2014 academic year, July 2013. During its implementation, there were pros and contras and not all schools would implement it. To make its implementation successful, the central government through Ministry of Education and Culture provides English Textbooks both for teacher and students to be used at school. Teacher does not need to spend much time to select, adopt, or even adapt the existing English materials for students. Yet, the uniformity of the materials somehow ignores the local content. Although, this issue can be oriented with the response that the content of the textbook represents the national content which everybody can understand rather than local content which represent certain local socio-culture in specific region or province. School books should be culturally sensitive because the students have different sociocultural background.

The preliminary study was conducted on May 2015 by interviewing English teachers at MTsN Balang-Balang dealing with the implementation of K-13. It was found that there were many obstacles faced by the teacher in implementing K-13. They did not still understand how to apply this Curriculum properly because there was no teacher training for religious ministry related to the implementation of K-13. Then, the facilities and learning resources (handbook) were not enough to be applied. The teachers were still adapting and applying some old books such as KTSP book. Therefore, the teachers needed additional sources of teaching materials to vary the learning activities in the class based on K-13 effectively.

After identifying the problems and analyzing the factors previously, the researchers has a view that the existing problems should be overcome. One way to overcome the problems was to design effective materials based on K-13. She developed the materials based on 3.9 about understanding the social function, the structure of the text, and linguistic elements of the text instruction, short notice, and warning/caution, based on the content of its use and 3.11 about understanding the social function and linguistic elements

of the songs competences in syllabus of K-13. She chose these competences because it was clear for her to understand about the topics. So, it did not make her face some problems to do this project.

LITERATURE REVIEW

Developing materials for seventh grade students based on K-13 are still possible to be developed. It can be used as supplementary materials in teaching and learning proses. It means that English teachers will have variety of activities in order to avoid of being bored of students in learning English. Therefore, the researchers are sure that this development material might be beneficial for them to increase their English skill especially easy to understand the signs in daily life and the ability to arrest the meaning of the songs.

A. Concept of Material Development

1. Definition of Material Development

Tomlinson (2011: 2) defines material 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. Furthermore, Richard (2001: 2) describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language. Then, Yaumi (2012: 181) concludes that developing material is instruction or not only for learners but also for the deliverers who stand every day in front of the class. They together with the expert of content, designer, and instructor implementation of education develop new concept in teaching and learning process.

2. Basic principles of second language acquisition relevant to the development of materials

According to Tomlison (2011: 8) there are sixteen basic principles of second language acquisition relevant to the development of materials for the teaching of language: (1) materials should achieve impact, (2) materials should help learners to feel at ease, (3) materials should help learners to develop confidence, (4) what is being taught should be perceived by learners as relevant and useful, (5) materials should require and facilitate learner self-investment, (6) students must be ready to acquire the points being taught, (7) materials should expose the students to language in authentic use, (8) the learners' attention should be drawn to linguistic features of the input, (9) materials should provide the students with opportunities to use the target language to achieve communicate the purposes, (10) materials should take into account that the positive effects of instruction are usually delayed, (11) materials should take into account that students differ in learning styles, (12) materials should take into account that students differ in effective attitudes, (13) materials should permit a silent period at the beginning of instruction, (14) materials should

maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities, (15) material should not rely too much on controlled practice, (16) materials should provide opportunities for outcome feedback.

3. Concept of Signs and Songs Materials

a. Signs

Signs help us in many different ways. They give directions, rules, or information on places, events, prices, and times. Merriam-Webster dictionary Direction (signs) is defined as a statement that tells a person what to do and how to do it: an order or instruction that tells us how to go to a place. Moreover, Signs are a piece of paper, wood, and so forth, with words or picture on it that gives information about something such as an action or event which shows that something else exists, is true, or will happen. A motion, action, or movement is used to express a thought, command, or wish.

There are 3 kinds of signs that will be discussed in this section (KEMENDIKBUD 2013:175). They are:

1) Short notice

If we do not do the sign, it does not make an accident.

For example: Staff only. Keep the room clean and tidy. Do not enter. No mobile phones in the library.

2) Warning/caution

If we do not do the sign, it makes us got an accident.

For example: Caution (very hot water, Danger, 240 volts, Slippery when wet), Warning (Dangerous Chemicals).

3) Instruction

In this sign, we are limited with the instructions that usually students hear or see in the school or home.

For example: Close the door, please! Read the report carefully, No students should be late, always come on time, and Shake well before use.

b. Songs

The Webster's dictionary defines song as a short musical composition made up mutually dependent words and music that together produce a unique aesthetic response. Ebong (2006) states song as a short piecing of music with words that you sing. Then, Brown (2006) argues that song as the joined words and music to art under emotional into the through.

1) Songs in Language Teaching

Mustafa in Hambali (1999) gives six reasons for using songs in the classroom: (1) for many reasons students feel insecure in receiving a new language. Therefore, song and music can help students to relax and create an enjoyable classroom atmosphere. (2) Song can provide language input. We can expose students to

rhythms of language. (3) Music and song are the reflection of the time and place that produced it. Thus, it helps to give cultural input to the students, (4) Song can be used as text in the same way as passage, short story, or poetry, or other piece of authentic materials. (5) Song may be used as a supplement to textbook or can serve as the text itself in a variety of teaching situation such as; using song after a regular lesson, singing a song for a change of pace. (6) Song can raise students' interest in learning the foreign language, because songs have a powerful impact on us.

2) *The advantages of Using English Songs*

English songs as widely known and liked by the youth or student should not be neglected because they could valuable source for the process of English teaching learning. While Numbiar in Nasriani (2002:22) state that some advantages of using English songs in language learning, these are written bravely as follows : (1) by using songs in language learning teacher has varieties to the teaching. (2) Songs introduce an atmosphere of gaiety, fun, and informality in classroom, which is far more conducive environment for language learning. (3) Songs permits maximum participation of the students.

4. **Concept of K-13**

a. **Definition of Curriculum**

Curriculum is one of the elements that contribute to realizing the potential quality of the development process of learners (KEMENDIKBUD 2014:4). Furthermore, Poerwati (2013: 3) state curriculum as a sequence of potential experience set up in the school for the purpose of disciplining of children and youth in group ways of thinking and acting. Ahmad (2012: 23) in Tanner and Tanner, (1975) states Curriculum as the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in person-social competence.

b. **K-13**

K-13 is developed based on competency of indispensable as an instrument to train learners become : (1) qualified people who are able and proactively face the challenges of changing times, (2) educated people whose faith and fear to Allah SWT, the noble character, healthy, knowledgeable, capable, creative, and independent, and (3) be a citizen of a democratic and responsible (KEMENDIKBUD 2014).

Furthermore, K-13 development is a further step development of Competency-Based Curriculum that has been pioneered in 2004 and School-Based Curriculum (KTSP 2006) including attitudes, knowledge, and skills in an integrated manner. There are four competences for the K-13: (1) *Kompetensi Inti-1* (KI-1) for religious competence, (2)

Kompetensi inti-2 (KI-2) for social competence, (3) *Kompetensi Inti-3* (KI-3) for cognitive competence, (4) *Kompetensi Inti-4* (KI-4) for skill competence.

c. Components of Curriculum

Poerwati (2013:35) points out the components of curriculum;

- 1) Goal; there is a goal in learning process
- 2) The content of curriculum, the students can obtain experiences from school. Those experiences had designed and organized before for student.
- 3) Learning process method, the way students obtain new learning experience for better learning process and students' goal.
- 4) Evaluation; to measure the process successful or no.

RESEARCH METHOD

Based on the purpose of this study, the research design applied in this study was Research and Development (R&D). It is a research design involving the learning device, such syllabi, teaching materials, student worksheets, learning media, tests to measure learning outcomes, and so on (Latief, 173: 2014). Then, the model applied in this study was ADDIE model standing for Analysis-Design-Development-Implementation-Evaluation.

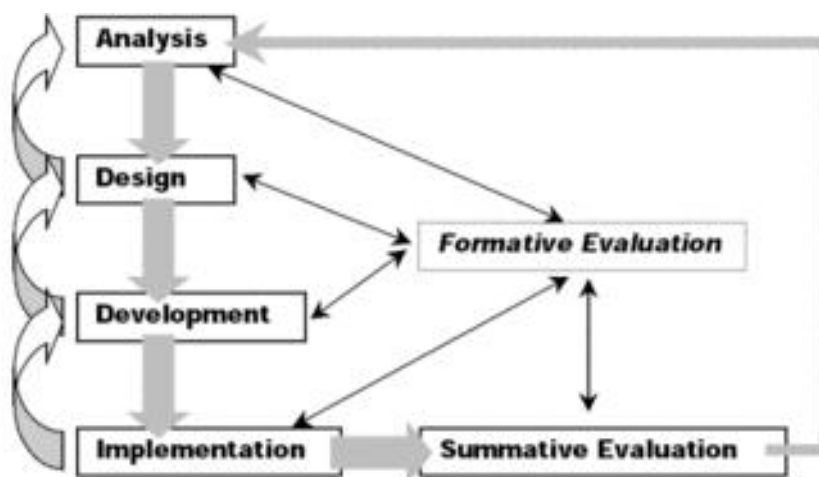


Figure 2. The ADDIE's Model (Steven J. McGriff, 2000)

The researchers applied ADDIE model because this model is very useful having stages clearly defined which makes implementation of instructions effectively. It strives to save time and money by catching problems while they are still easy to fix (Sukirman, 2013). It also provides simple procedures to design and develop materials. In addition, "ADDIE" that stands for Analysis, Design, Development, Implementation, and Evaluation is designed to ensure that the learners achieved the goals and objectives of the learning purposes (McGriff, 2000). It is an iterative

evaluation of each phase may lead the instructional designer back to any previous phase (Castagnolo, 2008).

FINDINGS AND DISCUSSIONS

A. The findings of Needs Analysis (Analyzing Phase)

1. The findings of need analysis based on the syllabus

It showed that the materials in the syllabus of the 2013 Curriculum cover KI-3.9 in pair with KI-4.11 and KI-4.12, and KI-3.11 in pair with KI-4.14 and KI-4.15. The competencies expect the students to able to understand and make a sign including instruction, short notice, and warning/caution. Also, it was expected to make students feel fun while studying through song materials. First, In the 3.9 basic competence, the core topics has been designed into eight subtopics appropriately with the amount of meeting. They are; understanding instruction, giving instruction, understanding short notice, be safe!, understanding warning/caution, be careful!, and making warning sign. In addition, in 3.11 competence deals with song materials occurred in four meetings. They are; listen to me (1), listen to me (2), know Islam, and your mother.

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 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.

2. The results of need analysis of developing learning materials based on the student's questionnaires

The questionnaires consisted of four parts. The first was students' information. The second was systematic organization of integrated English materials. The third was systematic English teaching which was appropriate with the learning activities and the fourth 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 in table as shown below;

Table 1. The Findings of Questionnaire A

Part	No.	Question	Answer	Conclusion
A	1	What kind of opening formation do you like most?	<ol style="list-style-type: none"> 1. Warming up = 0 2. Ice breaking = 0 3. Small games = 2 4. Only pray = 18 5. Motivation and inspiration story = 18 6. All items = 12 	They liked pray
	2	When the class starts, what kind of act do you like?	<ol style="list-style-type: none"> 1. Listen to the teacher's explanation directly = 31 2. Directly to practice = 0 3. Reading the instruction from the book = 1 	They chose to listen to the teacher's explanation directly.
	3	What kind of learning material that you like?	<ol style="list-style-type: none"> 1. Text = 6 2. Drawing = 15 3. Dialogue = 5 4. Presentation = 6 	They liked if the materials served with the drawing content.
	4	What kind of book design that you wish for?	<ol style="list-style-type: none"> 1. Drawing = 17 2. With colors = 1 3. Black and white = 2 4. Drawing and with colors = 29 	The students like if the book is designed for drawing and colorfully.
	5	What kind of design model that you wish for?	<ol style="list-style-type: none"> 1. Animation/ cartoon = 10 2. Real picture = 22 	There are 22 out of 32 students like the design model with "real picture"
B	1	Sign materials (instruction, short notice, and warning or caution), which materials do you want to learn?	<ol style="list-style-type: none"> 1. Sign in school = 7 2. Sign in the neighborhood = 4 3. Sign on the street = 1 4. All items = 20 	The students wanted to learn sign in all around them in their daily activities

	2	Song materials; what kind of them you want to learn?	1. Islam = 7 2. Education = 4 3. Family = 0 All items = 21	The students wanted to learn all about their life
	1	What kind of learning model do you like?	1. Discussion = 10 2. Individual = 7 3. Pair = 11 4. Group project = 4	The student chose pair, discussion, and individual
	2	If you are asked to do a project in class, what kind of projects do you choose?	1. Individual project = 4 2. Pair project = 1 4. Group project = 27	The students chose group project
C	3	If you are asked to present material, what kind of presentation model do you choose?	1. Individual presentation = 10 2. Pair presentation = 7 3. Group presentation = 15	The students liked to present the material in Group.

The table above showed that in part A the students liked; 1) only praying for the opening formation; 2) listening teacher's explanation directly when the class starts; 3) the materials integrated with the drawing content of the learning material; and 4) colorful book consisting of real picture. Then, in part B it was found that the students liked all items of signs materials to be learned (instruction, short notice, and warning/caution) such as sign in school, on the street, and all around them. Also, they want all theme of song in learning materials, for instance; religious, education, family, and so forth. Finally, in part C, it was found that the students liked pair and discussion in their learning model and group project for their assignments. Then, the students liked to present their materials in group.

B. The Design of the Content Materials (Designing Phase)

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

1. The Result of Design of Topic and Content Materials

The blue print leads twelve meetings divided into two basic competences. The topic of the first meeting until the eight meeting deal with signs (Instruction, short notice, and warning/caution) according to 3.9 in pair with 4.10, and 4.10 competences. Each of the meetings has different content of materials, for example the first meeting is understanding instruction, the second meeting is giving instruction, and the third meeting is understanding short notice. Then, the fourth meeting is *Be safe!* The fifth meeting is understanding warning. The sixth meeting is *Be careful!* The seventh meeting is an individual project *Make warning sign*. Also, the eight meeting is group project "I will pay attention to the signs around me".

In addition, the topic of the ninth meeting until the twelve meeting is song according to 3.11 in pair with 4.14, and 4.15 competences. Each of the meetings has also different content of materials. The ninth meeting is *Listen to me (1)* with the song *I have a dream*. The tenth meeting is *Listen to me (2)* with the song *lemon tree*, the eleventh meeting is Islamic song with the title *know Islam*, and the last meeting is the song with the title *Your mother*.

2. The Result of Design of Primary Skill and the Flow of Skills

Primary skill is the main skill taught in a meeting. Therefore, the flow of skills is the skill flows that appear during the learning process when the materials taught. As known, there were four skills in English, they are reading, writing, listening, and speaking but it was not possible that in a meeting the four skills appeared.

3. The Result of Design of Scientific Approaches

Scientific approaches consist of five elements based on 2013 curriculum. It was observing, questioning, collecting information, associating, and communicating that as the elements of the materials. These elements convinced to make the materials systematically.

4. The Result of Design of Learning Instruction

Learning instruction consists of three parts. They are type of activity, amount of activity, and text structure. Type of activity is the type of the project or assignment given. It could be self-activity, pair activity, and group activity. Furthermore, amount activity is the total of activity given in a meeting. Then, text structure is the type of structure used in the material such as tenses or pronoun.

5. The Result of Design of Expert Judgment Suggestion

Originally, the design of the blue print consists of learning instruction. There were pre-study instruction and glossary. However, the expert suggested omitting those parts since they do not support the materials or in other words they are not needed.

C. The Result of the Product Design based on Module (Designing Phase)

1. The Result of Development of Rubric for Expert and Teacher

a. Systematic Organization of Materials

Systematic organization of materials included cover design, layout, organization of materials, and instructional objectives. First, cover design indicated that the cover is attractive to the learners. Second, the layouts are attractive and clear for learners. Third, the instructional objectives are clear, understandable, ordered appropriately, and reflect to the topic.

b. Systematic of English Teaching

Systematic of English teaching covered activities containing 3 parts. They were attractive, motivated learners, and varied in format.

c. Systematic Content of English

Systematic content of English covers 4 parts. They are example, topic/subtopic, content of the materials, and language. First, the examples are clear, understandable, not too easy and not too difficult, and help learners to understand the material. Second, topic/subtopics are appropriate with the syllabus, relevant with the learners' need and interest, and developed attractively. Third, content of materials are clear, 2) the content of the materials is appropriate, understandable, match with the goals of the course, match with the objectives of the course, matches with the 2013 Curriculum, students' needs, and interest, well designed, and up-to-date. Last, language used is appropriate with students' English proficiency, clear, and understandable.

2. The Result of Development and Expert Judgment Suggestion

Considering of the developed teaching materials, the expert found some grammatical errors and misspelling words in the product especially in instruction of the scientific approaches. The expert also told the researchers to use understandable language in the content of materials. Finally, the expert stated that the researchers should implement the material immediately.

D. The Result of Implementation (Implementing Phase)

It was found that forming motivation of students by associating learning materials with the experience of learners obtained score 4). Asking challenging questions obtained score 3. Delivering the benefits of learning materials obtained score 3. Demonstrating something related to the subject materials or topic obtained score 4. Checking the behavior of the initial (entry behavior) obtained score 3. Furthermore, 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) obtained score 4. Submitting an action plan obtained score.

Furthermore, the core learning phase (mastering of the material) covers several aspects including; the ability to adapt material to the learning objectives obtained score 4). The ability to link the materials with other

relevant knowledge, science, and technology development in the real life situation obtained score 3. Managing the discussion of learning materials with learning experiences appropriately obtained score 4. Presenting material in a systematic (easy to difficult and concrete to the abstract) obtained score 4. Moreover, the core activities (the implementation of strategies and learning achievement) including; the learning activities in accordance with the competence to be achieved obtained score 4. Learning activities coherently obtained score 4. Designing a good classroom atmosphere obtained score 3. Contextual learning obtained score 4. Developing spiritual attitude activity learning and social attitudes of learners obtained score 4.

Then, it was also found that facilitating learners to observe and to determine the problem that they wanted to know obtained score 4. Facilitating learners to formulate questions obtained score 4. Facilitating learners to gather information/data relevant to the questions that have been formulated obtained score 4. Finally, facilitating learners to process or analyze information to make conclusions obtained score 4.

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

E. The Result of Evaluation (Evaluating Phase)

After evaluating the product, it was found that all the materials have been developed well. It was supported by the evidence that the students and expert pointed out that the materials are clear, readable, understandable, and applicable. Then, it was also found that no grammatical errors and misspelling were found in the product. Further, the expert and teacher state that the product has met with the learning objectives and students' needs.

CONCLUSION

Based on the findings and discussions of this research, it can be concluded some points related to the development of Signs and Songs Materials as follows:

1. The systematic organization of developing Signs and Songs 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 (7.2) at MTsN. Balang-balang, Gowa where the aim of the questionnaire was to know the students' need in learning Signs (Instruction, short notice, and warning/caution) and Songs.

2. The systematic English Teaching which is appropriate with the learning activities based on the 2013 Curriculum is already appropriate based on the analysis of the analyst and the observer when the implementation done.
3. The systematic content of Signs and Songs covered the syllabus of the 2013 Curriculum has already checked by the expert in order to validate the whole materials in a Module and claimed that it was validated by the expert.

RECOMMENDATION

This part refers to the suggestions for utilization of the product, and dissemination of the product. They were discussed on the following.

1. Utilization

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.

2. Dissemination

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.

Finally, it is recommended for the further researchers to more focus on teacher's book dealing with 2013 Curriculum for learning process running well.

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