**CHAPTER IV**

**RESULTS**

 This chapter consists of presentation of data, data analysis, and revision of the product.

**4.1 Presentation of Data**

In this part the researcher will show the data that is reached by the researcher. They are document analysis, design and development phase result.

**4.1.1 Analysis**

In this phase consist of document analysis and interview.

**4.1.1.1 Document Analysis**

Document analysis has purpose to analyze the documents that are used in teaching learning process related to the researcher research. The documents that are analyzed by the researcher are vocational high school curriculum, syllabus and English book that are used by teacher and students in the classroom.

1. Curriculum

Curriculum that is used in second grade of vocational high school is KTSP (Kurikulum Tingkat Satuan Pendidikan). According to Government Regulation No. 19 Year 2005 on National Education Standards Chapter 1 Article 1 Paragraph (15) Kurikulum Tingkat Satuan Pendidikan (KTSP) is "operational curriculum developed by and implemented in each educational unit " KTSP is refinement of the 2004 curriculum (KBK) is prepared, operated and implemented by each educational unit or school. KTSP begins to occur in the educational year 2006/2007 in elementary and high school level.

Graduation competence standard in curriculum KTSP for vocational high school have purpose to increase brightness, achievement, behavior, morals, and the competence to be independent and follow the next level study appropriate with the program that have been taken.

As a concept and program, KTSP has the following characteristics:

1. KTSP emphasis on the achievement of student competence both individually and classical. In KTSP learners formed to develop the knowledge, understanding, abilities, values​​, attitudes, and interest that will eventually form a skilled personal and independent;
2. KTSP oriented learning outcomes (learning outcomes) and diversity;
3. The delivery of learning using various approaches and methods;
4. The source of learning not only teachers, but other learning resources that meet the educational elements;
5. Emphasizes the process of assessment and learning outcomes in an effort to control or achievement of competence (Kunandar, 2007:138)
6. Syllabus

The syllabus is used in vocational high school is not separate based on the students program study like accounting, secretary, marketing, mechanic, graphic design, multimedia, etc. it means that the syllabus is for all program study in the vocational high school. The result of the syllabus that is used in second semester of second grade vocational high school can present as follow:

Table 4.1 The result of standard competence, basic competence, indicators, learning materials, and learning activities in the syllabus

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Standard Competence | Basic competence | Indicators | Learning materials | Learning activities | Assessment |
| Communicating equivalent with English for Elementary Level | * 1. Telling future work plan
 | - To express activity in the future with the correct tense. - To write personal letter telling about future plans correctly | - Telling about future plans.- Sample of a personal letter future events- Grammar review: Relevant tenses (simple future tense) | - Listening : Answering questions - Speaking : telling one’s own plans (future)- Reading : Reading for information: dialogues, passages- Writing : Composing personal letters and Translation | * Oral test

-Tell future plan- Dialogue* Written test

-Complete the sentence- Make personal letter- Translation |
| 2.5 Reveals a wide range of mean heart | - To express invitation. - To express expression for bargaining appropriately. - To express certainty appropriately. - To express expression for giving and responding to compliments appropriately. - To express expressions for asking and giving opinion / opinions appropriately. - To express approval (agreeiing-disagreeing) appropriately. - To express arguments correctly. | - Giving invitations- Bargaining- Expressing certainty- Giving and responding to compliments- Expressing opinions- Expressing agreement/ disagreement- Expressing argument | -Listening: Answering questions based on dialogues- Speaking: Performing dialogues based on given situations.- Reading: Answering questions based on written texts.- Writing: Writing dialogues based on given situations. | * Oral test

- role play / dialogue* Written test

- Fill in the blank-Answer the questions-Make a dialogue  |
| 2.6 Understanding simple instructions | -To describe processes - To express expressions for asking and giving suggestion and advice appropriately. - To express expressions to express necessity and obligation appropriately. - To express convince and persuade others appropriately. | - Expressions used in describing processes- Expressions used in asking for and giving suggestions and advice- Expressions used in asking necessity and obligation- Expressions used in persuading and convincing- Grammar review: Degrees of comparison and imperatives | -Listening : Listening for information on how things work. Dialogues - Speaking: Telling about how things work. Role playing- Reading : Reading for information: dialogue passages- Writing: Making dialogues based on the situations provided. | * Oral test

-tell a processes* Written test

-Answer the questions-Multiple choice-make dialogue |

1. Book

In the analyzing book activity, the researcher analyzed the book that is used in the teaching learning process. In the English teaching learning process the teacher uses the same book with the student’s book. The book is in the form of module and there is another book that is used by students besides that module and the teacher uses the same module too without any differences, but the teacher still has another book to support teaching learning process or as source to find learning materials only.

The result of the analyzed second grade of the accounting program in vocational high school, the researcher found several findings and categorize it into several aspects as follow:

* Content

The content of the teacher and student’s book is quite complete but not explain deeply. The content of the book also suitable with standard and basic competence as written in the syllabus KTSP curriculum, but the book leaves some aspect of language skill like listening and speaking. This book looks like work book that prepare the students work independently in home. The book construct the materials based on TOEIC materials and the almost the same materials has used from several years ago up to now. Although based on TOEIC (test of English for international communication), this book doesn’t prepare student’s competency in real world communicating because this book just provided many written test only without practicing the materials in their daily activities. The linguistic feature like pronunciation, vocabulary, listening and speaking are lack grafted in this book.

In the last, the researcher can conclude that the content of the book is not up to date, monotonous, not interesting enough to read and learn, less of life skill, not provide students to explore the materials and use technology.

* Language properness

The book is a product of the vocational high school English teachers’ association so that the properness of the language can cover well with the material that is made by teachers. But the properness of the language is not equivalent with the latest development or up to date language like idiom and slang that can give new interesting experience for the students or just for additional information.

* Presentation of the book

For the first time the researcher saw the book, the first impression is not eye catching. The cover of the book is plain with Australian icon building picture in the blue background, the researcher didn’t know what the writer of the book want to show to the reader or book usage with this picture.

The word Student’s work book is stated in yellow color in big size in top corner and followed with statement vocational high school Tulungagung and the grade of the students, no specific title about the book.

When the researcher opened the book, so many words without any interesting picture and colorful paper, just thin papers in light yellow (cream) colored. The amount of the task in each chapter is not balance, the content of the book dominate with dialogue form and multiple choices. The development of the student’s creativity and deep thinking are not really cover well, moreover the student’s reflection or self evaluation is not mention in this book. The students just know their score by doing the task without catch precious feedback that useful for their skill development. The completeness of the book’s presentation like introduction, content and closing is quite simple. The introduction part, there is just only preface, editors and table of content without usage instruction. The content of the book is so many exercises but lack of materials and information.

The closing of the book, there is list of common irregular verbs, it would be useful in the first semester because first semester uses past tense but for second semester it doesn’t need about irregular verbs.

**4.1.1.2 Interview**

Interviewing in analysis phase or interview pre-research has a purpose to collect precious information that is used as based to develop a product in this research. In this activity the researcher interviews the teacher and the students. The interview occurs in two places, SMKN 1 Boyolangu and SMK 1 PGRI Tulungagung. Both of teacher and student’s interview use open ended interview. Some general points that the researcher asked to the teacher are about the syllabus, English book, teaching materials, teaching learning process, English learning barrier, student’s characteristics and the teacher wish.

This is one quote from one of the student’s opinion in SMKN 1 Boyolangu when she is interviewed.

*“Di sekolah nggak pernah praktek bicara pake bahasa inggris mbak. Gurunya kalau ngajar cuma ceramah, asyik mungkin mbak kalo bisa praktek ngomong bahasa inggris.” ("At school I never practice to speak English. The teacher just lectures when teaching, maybe it will be fun if has activity to practice English. ")* said Sari, one of the students in SMKN 1 Boyolangu

The students opinion about teaching learning in the classroom also support with quote that comes from the teacher opinion like this:

*“guru ngajarnya pake buku ini mbak (showing a book) disini banyak latihan soalnya dan disusun berdasarkan pendekatan TOEIC. Seandainya guru ada kegiatan, rapat, atau libur ujian kelas 3, siswa masih bisa belajar di rumah dengan mengerjakan soal di buku ini.” ( teacher teaches use this book (showing a book) because of in here a lot of exercises and it structured based on TOEIC approach. If teachers are no events, meetings or holidays for 3rd grade examination, students can still learn at home by doing the exercises in this book.)* said the teacher of SMKN 1 Boyolangu.

Based on the interview to the teacher, the material that is used in teaching learning process appropriate with the syllabus, the content of the English book that is used also developed based on syllabus but the application of book in teaching learning in the classroom should be not based on the exercises or paper based only.

Besides, the teacher just used material in the English book as teaching materials and students just get what have written in their English book only. The teaching learning process occurs 4 times meeting a week in 45 minutes duration for each meeting. The activities in the teaching learning process are explaining material, do the work or answer question and check the answer or scoring.

The barrier in the teaching learning process that is the teacher faced are the variation of the students characteristic and background, too many task that have to finish can cover with make it as homework but authority of the students work is still answered, accounting program’ students almost all of them have passive characteristics, but their passive characteristic doesn’t mean that they are less in self motivation, it’s shown from their high score when they are entering accounting program in the first school register. Based on all the barrier the teacher wished that there are any book that can catch the several materials in the short time so that the students can mastery not only in the form of test but also in the form of communication.

The development of student’s creativity and motivation are also hoped by teacher to make learning English run well and interesting.

In the other sides, the general points that are asked to the students are different with the teacher. The researcher asked about their opinion about their English book, their English learning barrier, their accession in learning English, how far their English capacity to support their program in this case accounting program and their wish.

The result of the student’s interview can be concluded that in their point of view, their English book is not attractive enough because there is no picture and color besides black and light yellow, but for them the exercises in the book is easy to work because excessively long and trivial for them, eventhough they thought that the materials on their book need to explain in detail form and added some important information. Their learning barriers are too many exercises and monotonous materials make them bored, teaching learning process just centered on the teacher, teacher comes explain and then the students do the exercises. The student needed more attractive learning, various activities, more up to date information and more practicing activities. So far based on their answer, they accomplish all materials well in the form of written test but they are lack in the communicating aspect because of English practicing infrequently.

Their book also isn’t support listening and speaking activity further supporting their program study. They also explained that the book is used year by year and for all program study without any separate based on their program study. They really hoped that the book could support their ability in communicating and also for their program study because in the next grade they will face accounting examination which all materials and accounting term are used English.

**4.1.2 Design**

The design phase is the planning phase. In this phase the researcher begins to develop the product based on analysis phase that have done before. The result of the document analysis, and interview, the researcher found that it is needed to separate between students and teacher book and also between accounting program and the others program for their English book.

The researcher also found that the content of the English book was not up to date and not provided the students a real world or a nature language communication, based on those findings the researcher has an idea to make a book using authentic materials which offer the nature language communication.

Teaching learning using authentic materials gives the students more new experience by understanding new words based on the context, slang, idiom and others aspect in authentic materials. The book that the researcher will develop also provided learning with technology. As we know that technology is very closer with our life, so it also need to include technology in teaching learning process in the school. The researcher will provide some useful sites for developing their skill in learning English. The tools to access the sites can be common tools such as hand phone, computer in computer laboratory, laptop, tablet and so on. The book also gives the instruction to use the book in written form and adds some papers to develop the student’s motivation in learning English.

The monotonous activities and so many written tasks give a thinking to build a book which using authentic assessment. Authentic assessment will measure student’s achievement in the process of the teaching learning. The process will be done in daily teaching learning activities. The teacher can observe their student’s directly in the natural environment and the performance of the students will be well because they are measure in their daily condition. The form of authentic assessment is portfolio, interview, self and peer assessment.

The student’s program study in this case accounting program is also considered by the researcher. The important correlation between accounting and English in the student’s future examination makes the researcher thought to find an English material source that have a correlation with accounting term. As an addition the researcher gives accounting spot in the end of the book.

For the further explanation part of the book, the researcher will present in the table below:

Table 4.2 Specification of Teacher’s book

|  |  |  |
| --- | --- | --- |
| No. | Item | Information/explanation |
| 1. | Introduction or opening part | * Preface
* How to use the book or instruction to use the book
* Student’s spot.
* Teacher’s spot
* Assessment instrument form
* Key of pronunciation
 |
| 2. | Content | * It consist three units for second semester only. In each unit consists:
* Four skills; listening, speaking, reading, listening, and three components; grammar, pronunciation, vocabulary
* The materials that is used is authentic materials in the form of
* listening record
* dialogue
* text
* picture, etc.
* Audio visual, audio and script
* Teacher tips.
* Accessories
* Fun fact, tips, social taboos, do you know?
* Funs games
* Wise word
* Key answer.
* Assessment.
* portfolio
* student’s self reflection
* student’s comment
* teacher comment
 |
| 3. | Closing part | * Accounting term
* Exercises about accounting.
 |

Table 4.3 Specification of student’s book

|  |  |  |
| --- | --- | --- |
| No. | Item | Information/explanation |
| 1. | Introduction or opening part | * Preface
* How to use the book or instruction to use the book
* Student’s spot
* Key of pronunciation
 |
| 2. | Content | * It consist three units for second semester only. In each unit consists:
* Four skills; listening, speaking, reading, listening, and three components; grammar, pronunciation, vocabulary
* The materials that is used is authentic materials in the form of
* listening record
* dialogue
* text
* picture, etc.
* Supporting accessories consist of:
* Fun fact, tips, social taboos, do you know?
* Funs games
* Wise word,
* Assessment.
 |
| 3. | Closing part | * Accounting term
* Exercise about accounting.
 |

Teacher’s book and student’s book are one package instructional material that is not separate each other. Student’s book is book that is used by students, whereas teacher’s book is the book that is used by the teacher. Without student’s book, teacher’s book meaningless, and without teacher’s book, student’s book can’t run well in teaching learning process. Teacher’s book offers information, tips, and key answer to help teaching learning process in the class, but the teacher should consider the condition, limitation of time and the students. Thus the creativity of the teacher is much needed to use this book run well.

**4.1.3 Development**

 In this development phase, the researcher begins to develop the book based on the design phase. Many times are needed to develop teachers and students English book. Development phase starts from drafting 1, revising draft 1, draft 2, validation draft 2, revising draft 2, draft 3, trial run and writing final draft.

**4.1.3.1 Draft 1**

Draft 1 is the first product form. In the draft 1, the researcher or in this case to be the writer began with find authentic materials that is suitable with second grade accounting program. In this step the researcher also starts to develop assessment or task form. The parts of draft 1 are soft cover, preface, “how to use this book”, student’s spot consist of English leaning sites and student’s dictionary, the next part is teacher spot consist of the teaching in fun ways, then key of pronunciation and the main material consist of three unit. In each unit consist of the four skills (listening, speaking, reading and writing) and three components (grammar, vocabulary and pronunciation). In the end of the unit, the researcher put the sing a song activity also. The last part of the book is accounting spot that is consisting of accounting term.

 The result in development draft 1 is still quite simple and many errors in the each part of the student and teacher’s book. Thus the draft 1 of the student and teacher English book still needs to be revised.

**4.1.3.2 Revising draft 1**

In the revising draft 1, the researcher did this activity under the critics and suggestion from the advisor. So many aspects in the student and teacher English book need to evaluate again to be better. The aspects that were evaluated are the length of the materials. The researcher advisor suggests to delete the almost same material to make simplify and suitable according to time allocation in vocational high school.

Besides, the researcher advisor also correcting the arrangement of the preface, grammatical error and spelling that is written in the instruction. The instruction that is corrected by the advisor is the usage of “to” after the word “listening”, the sentence “provides English learning sites” became “Learning English sites”. The researcher advisor also gave critics about the format of the book that is untidy enough like unclear text printed, the line that is crooked, the picture that is not print well and the picture in “how to use this book” is very small.

**4.1.3.3 Draft 2**

Draft 2 is the ready product of student and teacher English book. In compiling, constructing and developing draft 2, the writer must be sure that the researcher didn’t find a lot of errors on it. The writer also asked the suggestion to many people and lecture. The draft 2 of the product has soft cover, preface, “how to use this book”, student’s spot consists of “why should we learn English” and “English learning sites”, teacher spot consist of “teaching in fun ways”, contents, main unit that is still consist of three unit but for this case the researcher had added the assessment instrument include scoring rubric, standard of performance, self assessment and peer assessment for oral activity, and add student’s reflection and comment in the end of unit after sing a song activity. The others development is separate between teacher and student’s book and giving key answer of the question or the task in teacher’s book. The last part is accounting spot. The progress of accounting spot is by making a puzzle for fun quiz.

**4.1.3.4 Validation draft 2**

 In this step the result of draft 2 will be validate with some validators. Validators consist of three persons. Two persons are the lecture, they are Dr. Erna Iftanti, S.S, M.Pd as first validator and Ida Isnawati, M.Pd, as second validator and one person is English teacher in vocational high school, he is Dodik Setiawan, S.Pd, as third validator.

Validation draft 2 began with fill the validation sheet that had provided by the writer. The purpose of the validation step is to know the quality and properness of the product. Validation sheet has two kind, for teacher book and student’s book. The aspects that measure in validation sheet are the properness of the material, the properness of the language, the properness of the presentation, the effect of the material, and rating for that whole presentation. The validators chose the choices that are rank 5-1. 5 score means that 80%-100% the criteria have been completed, 4 means 60%-79% criteria have been completed, 3 means 40%-59% criteria have been completed, 2 means 20%-39% have been completed, 1 means the criteria have been completed less than 20%.

The result of the validation sheet is in the form of percentage. The result of the validation sheet for student’s book based on three validators is 80,17% with the average score that they are given is 4,00. According to the Riduwan criteria of quality in percentage table 80,17% is on the level “Proper”, it means that the quality of the student’s book that is developed by the researcher is proper to use.

The result of the validation sheet for teacher book based on the three validators is 82,03% with the average score that they given is 4,10. According to table of quality criteria Riduwan, 82,03% is on the level “Very Proper”, it mean that the quality of teacher book is very proper to apply in the classroom teaching learning process.

 The result of validation process according to first validator comments, the materials still too many, the length of the dialogue seems less appropriate to the student’s level, reconsider the simpler language used and spelling error also still facing. The instrument of the assessment also still needed to spread not only emphasize on one skill, but also the other skills like reading language assessment and writing language assessment. The product is still proper but needed to be revised.

 The result of second validator comments, the product needed to be revised again but still proper. The thing that needed to revise is the dialogue that is too many. The dialogue is not appropriate to take place in reading activity, so the second validator suggest the researcher to replace the dialogue in the reading activity with the text which suitable with the material. The second validator also gave advice to make additional task, like portfolio in the end of the unit and also put teacher’ comment under the student’s comment as teacher feedback and teacher evaluation. The form of the book for the second validator seemed to large and she suggested to make smaller form of the product to make it easy to hold or take in the bag.

 The comments of the third validator, the product needed to revise in the spelling and punctuation. The product also must be more practical uses without detract language aspect. The general conclusion derived from third validator, the product is proper and can apply in teaching learning process but must reconsider and revise based on the comments.

 The result of the validation draft 2 became important information in revising the product.

**4.1.3.5 Revising draft 2**

The result of the validation needs to be repaired and revised according to comments, suggestion and the critics of the validators. The main points that the writer must be revised are the grammar, spelling, the amount of the materials, and the display.

**4.1.3.6 Draft 3**

Draft 3 is the form of student’s and teacher English book that are ready to be trialed run or tried out. This draft was completed in the form of the format of the product, the part of the product and the materials.

The parts of the product are still same, but the content of the product is different because of adjusting revision activity. The contents of the book are simplify and compactly to make easy in practically used. The parts of the teacher’s book are, cover, preface, “how to use this book”, “student’s spot”, “teacher spot”, assessment instrument form, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and completed with key answer, and the last part is accounting spot consists of accounting term and quiz. And the student’s book consists of cover, preface, “how to use this book”, “student’s spot”, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and the last part is accounting spot consists of accounting term and quiz.

Draft 3 must be prepared well to show and distribute to the learners that will be the subject of the research.

**4.1.3.7 Trial Run**

Trial run or try out is the step to know the properness, effectiveness, usefulness, efficiency and attractiveness of the product by deliver it to the user. The trial run is done in one class of second grade accounting program that consists of 40 students. In this step the writer copied a unit in this case unit 3 that is suitable with the recent unit that the student will learn as many as student amount in one class. Then the writer give the model of full product to the teacher, one teacher’s book for the teacher and two student’s book as the model for the students. In the end of the trial run, the writer interviewed the teacher and the students and allowed the students to fill the questioner sheet. For the further more of the trial run process will be explain as follow.

In trial run, the writer is doing non participants observation. By using non participant observation, the writer will know the activity or event that happened during the teaching learning process using the writer product in natural ways. The writer also wants to know the student’s reaction, the barrier and the problem that is faced in teaching learning process. From the trial run, the writer got much information, and the writer can conclude that the teaching learning process using the product run well. The students seem enthusiasm in teaching learning process. They actively asked, did the task and deliver their opinion. The barriers in teaching learning process also happen in other hand. Some students might be use an adjustment using the product because the product is totally different with what they had got before, but the teaching learning process could run well.

After the trial of the product, the researcher allowed the students to analyze the student’s book and asked them to fill the questioner sheet. The questioner sheet consist of 20 question which is divide into four aspect, presentation aspect, language aspect, content aspect, and the effect aspect. The questioner is using Likert Scale with 5 choices, SS stand for Sangat Setuju (Strongly Angree), S stand for (Agree), N stand for netral (Neutral), Ts stand for Tidak Setuju (Disagree), STS stand for Sangat Tidak Setuju (Strongly Disagree). The students fill the questioner by giving tick sign on one of the choices above.

The result of the questionnaire is in the form of percentage that is got from the amount student who chooses the one of the choices then divides by all number students and the last times with 100%.

The categorize of the result of questionnaire is almost in “good” criteria except two item that is in “very good” criteria.

Besides conducting the questioner, the writer also conduct interview to the teacher and students. The interview that the writer did is structure interview with the interview guide about teacher opinion and suggestion to the product. The result of the teacher interview as follow:

* Teacher opinion : the book is colorful and attract the students attention to learn with it. This is the quotation of this opinion:

*“ Bukunya berwarna ya mbak jadi anak-anak tertarik dengan gambarnya.” ( the book is so colorful the students are interested with the picture).*

* Teacher Suggestion : the book should give an addition information about other activities model, because not all of the teacher up to date with the information.
* Teacher critics : the book should measure the limitation of time that the teaching learning process have, so make a test or evaluation test in the end of the unit can help the student learning in home. The same activity like sing a song in each chapter should be deleted, because it need so much time to practice it. If want, just one of the sing a song activity is enough for the whole unit.

The conclusion of the student’s interview:

* Student’s opinion: the book is full of color. The content of the book also include the listening and speaking that can build my ability in communication. It is totally different with my English book. This book gives me new knowledge about English, such as the culture shock, idiom and the slang that I never know before. The book offers the sites to learn English.
* Student’s Suggestion: the meaning of vocabulary should be written in Bahasa Indonesia to make me understand the meaning of the word. The audio or audio visual should be spread to the students too, thus the student who can’t access internet can learn from it.

**4.1.3.8 Revising**

In this step is last revising of the product in development phase before writing final draft. The part of the product that will revise is singing a song activity.

But, the parts of the product are still same, but the content of the product is different because of adjusting revision activity. The parts of the teacher’s book are, cover, preface, “how to use this book”, “student’s spot”, “teacher spot”, assessment instrument form, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and completed with key answer, and the last part is accounting spot consists of accounting term and quiz and support with CD-ROM that contain of record for listening and teaching learning process and for students learning independently.

 And the student’s book consists of cover, preface, “how to use this book”, “student’s spot”, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and the last part is accounting spot consists of accounting term and quiz.

**4.1.3.9 Writing final draft**

Writing final draft is the last step in the development phase. To write final draft, it must be based on the result of the trial run and revised draft after trial run. The result of writing final draft, the product of teacher and student English book will be better than before.

**4.2 Data Analysis**

This part will be describe about the analysis of data presentation

**4.2.1 Analysis Phase**

The data analysis in analysis phase consists of document analysis and interview.

**4.2.1.1 Document Analysis**

1. Curriculum

The KTSP curriculum is curriculum that chosen by the researcher to develop the product. This decision support with the book analysis below that shows the second grade of vocational high school book still uses KTSP not K13.

From the purpose of the curriculum that mention in data presentation, the researcher can conclude that developing brightness, achievement, behavior, morals, and the competence to be independent is important aspect that must be mention in the developing of English book. The characteristic of the KTSP also must be mention to include it into the product, such as achievement of student’s competency; develop the knowledge, understanding, ability, value, skill attitude; and emphasized the process assessment and learning outcome.

1. Syllabus

The syllabus actually is good enough for second grade accounting program. The standard and basic competency are relevant with the level of the students, the learning materials are appropriate with the standard and basic competency but still need to clarify the detail of kind text that is used in reading skill, the learning activities is good enough because it contains with four skill, listening, speaking, reading and writing, but perhaps it would be better if vocabulary, pronunciation and grammar also provided in the activities that can covered in one of the four skills can be written in detail of the learning activities.

The assessments that are used to measure students listening, speaking, reading, writing’s ability is just oral test and written test, while the assessment during the process of the learning like performance assessment doesn’t mention in detail. Thus, the parts of the syllabus need to clarify in detail explanation, as the source to find another learning material besides book and listening record to make teacher easy to prepare their preparation before teaching. Based on the deficiency of the syllabus, the teacher needs to be active and creative to arrange teaching learning process to make teaching learning process more maximal.

1. Book

In analyze book, the researcher found that the development of student’s creativity and deep thinking is not really cover well. The book just offers many exercises to learning independently without gives the students several knowledge related to the really that perhaps can’t answer in the form of multiple choice. Cultural understanding and morals are not appears in the book. It will make the students blame about the environment and others.

The assessment of the book oriented on learner outcome only without measure in learning process. Thus, the students just know their score without any precious feedback from teacher to repair their ability to reach learning outcome or to mastery the materials.

**4.2.1.2 Interview**

Interview is used to gather data on someone opinion, beliefs and feelings about the situation with their own word. The interview in analysis phase has purpose to gain precious information to design and develop the product to more appropriate and suitable to apply in the second grade of accounting program.

Several points that the researcher got from interview to the teacher and students were:

* The teacher just uses one book to teach
* The book that is used is not attractive enough for the students
* The book has not fulfilled communication competence
* The teaching learning process doesn’t have various activity
* Limitation of time because spend to prepare 3rd grade examination, make teaching learning just doing the exercises to finish all the material.
* Teacher learning process just based on result not process

**4.1.2 Design**

The design phase is the planning phase. In this phase the researcher begins to arrange and develop the product based on analysis phase that have done before. The result of the document analysis and interview made the researcher choose authentic materials to be the material in the book and authentic assessment as the assessment in the book. the main thinking to use those materials and assessment is to fulfill vocational high school competence in communication.

Authentic material is appropriate to be a material for second grade students accounting program, because authentic material offers the students the real condition of communication and new experience in learning. It also provides knowledge of culture in communication for the students. The student can explore the not only what they have learning that’s state in syllabus but also they can explore the environment around them. Authentic materials can be the form of text, picture, record, video, magazine, etc.

Authentic assessment is assessment that occurs during the teaching learning process or called on going assessment. This assessment is suitable to build the students competence in communication because it based on the process the students learning and assess their performance. The kind of activity in authentic assessment is portfolio, doing a project, self assessment, peer assessment.

The researcher also adds accounting spot that consists of several terms in accounting field and exercises about accounting. This is developed to help student to understand the accounting term in English. To support the student’s competence, accounting term not only put on accounting spot only, but also in the dialogue, record and text in the materials. Besides the researcher also includes some accessories to support the teaching learning process, it can be as additional knowledge or an intermezzo for the students.

**4.2.3 Development**

 In this development phase, the researcher begins to develop the book based on the design phase. the steps in this phase consist of drafting 1, revising draft 1, draft 2, validation draft 2, revising draft 2, draft 3, trial run and writing final draft.

**4.2.3.1 Draft 1**

Draft 1 is the first product form. The researcher begin with find authentic materials that is suitable with the level of second grade student. Then, the researcher also starts to develop assessment or task form. The parts are still quite simple consist soft cover, preface, “how to use this book”, student’s spot consist of English leaning sites and student’s dictionary, the next part is teacher spot consist of the teaching in fun ways, then key of pronunciation and the main material consist of three unit. In each unit consist of the four skills (listening, speaking, reading and writing) and three components (grammar, vocabulary and pronunciation). In the end of the unit, the researcher put the sing a song activity also. The last part of the book is accounting spot that is consisting of accounting term.

**4.2.3.2 Revising draft 1**

Revising draft 1, is the first revising of the product. The revised of the product are under the critics and suggestion from the advisor. The aspects that were evaluated are the length of the materials. To make the length of material suitable with the time allocation for students, the researcher deleting the long dialogue in unit 1 and text in unit 2 in the book

The revised also happened on preface, grammatical error and spelling that is written in the instruction. The instruction that is corrected by the advisor is the usage of “to” after the word “listening”, the sentence “provides English learning sites” became “Learning English sites”. The researcher advisor also gave critics about the format of the book that is untidy enough like unclear text printed, the line that is crooked, the picture that is not print well and the picture in “how to use this book” is very small. To solve those critics, the researcher try to arrange the format of the product, enlarge the size of the picture and choose high quality in printing the product.

In the process of the revising draft 1, the researcher deleting the part of teacher spot, that is consist of student’s dictionary and replace it with “why should we learn English?” The result of the revising the product is draft 2.

**4.2.3.3 Draft 2**

The draft 2 is the result of revised draft 1. In this product has soft cover, preface, “how to use this book”, student’s spot consists of “why should we learn English” and “English learning sites”, teacher spot consist of “teaching in fun ways”, contents, main unit that is still consist of three unit but for this case the researcher had added the assessment instrument include scoring rubric, standard of performance, self assessment and peer assessment for oral activity, and add student’s reflection and comment in the end of unit after sing a song activity. The others development is separate between teacher and student’s book and giving key answer of the question or the task in teacher’s book. The last part is accounting spot. The progress of accounting spot is by making a puzzle for fun quiz.

**4.2.3.4 Validation draft 2**

 In this step the result of draft 2 will be validate with some validators. Validators consist of three persons. Validation draft 2 began with fill the validation sheet that had provided by the writer. The purpose of the validation step is to know the quality and properness of the product.

Validation sheet has two kinds, for teacher book and student’s book. The aspects that measure in validation sheet are the properness of the material, the properness of the language, the properness of the presentation, the effect of the material, and rating for that whole presentation. The validators chose the choices that are rank 5-1.

The result of the validation sheet is in the form of percentage. The result of the validation sheet for student’s book based on three validators is 80,17% with the average score that they are given is 4,00. According to the Riduwan criteria of quality in percentage table 80,17% is on the level “Proper”, it means that the quality of the student’s book that is developed by the researcher is proper to use.

The result of the validation sheet for teacher book based on the three validators is 82,03% with the average score that they given is 4,10. According to table of quality criteria Riduwan, 82,03% is on the level “Very Proper”, it mean that the quality of teacher book is very proper to apply in the classroom teaching learning process.

The result of validation process according to first validator comments, the materials still too many, the length of the dialogue seems less appropriate to the student’s level, reconsider the simpler language used and spelling error also still facing. The instrument of the assessment also still needed to spread not only emphasize on one skill, but also the other skills like reading language assessment and writing language assessment. The product is still proper but needed to be revised.

 The result of second validator comments, the product needed to be revised again but still proper. The thing that needed to revise is the dialogue that is too many. The dialogue is not appropriate to take place in reading activity, so the second validator suggest the researcher to replace the dialogue in the reading activity with the text which suitable with the material. The second validator also gave advice to make additional task, like portfolio in the end of the unit and also put teacher’ comment under the student’s comment as teacher feedback and teacher evaluation. The form of the book for the second validator seemed to large and she suggested to make smaller form of the product to make it easy to hold or take in the bag.

 The comments of the third validator, the product needed to revise in the spelling and punctuation. The product also must be more practical uses without detract language aspect. The general conclusion derived from third validator, the product is proper and can apply in teaching learning process but must reconsider and revise based on the comments.

**4.2.3.5 Revising draft 2**

The result of the validation needs to be repaired and revised according to comments, suggestion and the critics of the validators. Firstly that the researcher wanted to revise was appropriating the length of the materials with the time allocation. The researcher decided to decrease the amount of the dialogue and materials by replacing the long dialogue in task 1 unit 1 with the simple and short one, deleting the dialogue in task 2, task 8 in unit 1, deleting task 2, task 3 in unit 2 because these materials is too long, replace the text entitle “Vocational Education Must Provide Students with Life Skills” in task 8 in unit 2 with the simple one entitle “Refinancing Mortgage Loans” , deleting task 4 and task 13 in unit 3.

Before deleting and replacing process, the average amount of the task in each unit is 15, but after deleting and replacing process the average amount of the task is 11 in each unit.

After deleting and replacing, the researcher checked the grammatical error, spelling, punctuation and simplified the instruction. Then, the researcher develop assessment instrument form for all skill, not only oral language assessment but also reading and reading language assessment that consist of purpose, assessment activity, scoring rubric, standard of assessment, students self assessment and students peer assessment. The assessment instrument form took place the next of Teacher spot to make teacher easy to find it.

Next activity that the researcher did was arranging the portfolio task in the above of student’s reflection. The portfolio task contains of task for doing some project in the form of individual, pair or group. The researcher also added teacher comment under the student’s comment to provide a place for teacher giving feedback and as teacher reflection.

Some accessories to give additional information, motivation, or just as an intermezzo in teaching learning were also developed by the researcher. The kind of the accessories are “Fun Fact”, “Tips”, “Social Taboos”, “Do you know?” and “Wise Word”. Those accessories are take place between the material, but especially for “Wise Word” it take place in the end of the unit.

The last revision activity was tidied the format of the product and tried to make form of the product smaller and easy to hold and take in the bag. After finishing this step, the product will become Draft 3.

**4.2.3.6 Draft 3**

Draft 3 is the form of student’s and teacher English book that are ready to be trialed run or tried out. This draft was completed in the form of the format of the product, the part of the product and the materials.

The parts of the product are still same, but the content of the product is different because of adjusting revision activity. The contents of the book are simplify and compactly to make easy in practically used. The parts of the teacher’s book are, cover, preface, “how to use this book”, “student’s spot”, “teacher spot”, assessment instrument form, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and completed with key answer, and the last part is accounting spot consists of accounting term and quiz. And the student’s book consists of cover, preface, “how to use this book”, “student’s spot”, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and the last part is accounting spot consists of accounting term and quiz.

**4.2.3.7 Trial Run**

Trial run or try out is the step to know the properness of the product by deliver it to the user. The trial run is done in one class of second grade accounting program that consists of 40 students.

In the end of trial product, the researcher allowed the students to analyze the student’s book and asked them to fill the questioner sheet. The questioner sheet consist of 20 question which is divide into four aspect, presentation aspect, language aspect, content aspect, and the effect aspect. The questioner is using Likert Scale with 5 choices, SS stand for Sangat Setuju (Strongly Angree), S stand for (Agree), N stand for netral (Neutral), Ts stand for Tidak Setuju (Disagree), STS stand for Sangat Tidak Setuju (Strongly Disagree). The students fill the questioner by giving tick sign on one of the choices above.

The result of the questionnaire is in the form of percentage that is got from the amount student who chooses the one of the choices then divides by all number students and the last times with 100%.

The categorize of the result of questionnaire is almost in “good” criteria except two item that is in “very good” criteria.

The result of the questionnaire can analyze as follow:

1. The student’s reaction for statement number 1 “Desain sampul buku ini menarik minat saya untuk membacanya” is categorized in “Very good” category, with the percentage of Strongly Agree 27.5% and Agree 62.5%, so the total percentage for Strongly Agree and Agree is 90%. it means that the book can interest the student to read.
2. The student’s reaction for statement number 2, “Tulisan dan huruf dalam buku ini mudah untuk dibaca” also categorized in “Very Good” category, with the percentage of Strongly Agree 35% and Agree 60%, so the total percentage for Strongly Agree and Agree is 95%. It means that the letter is in appropriate font and easy to read for the students.
3. The student’s reaction for statement number 3, “Buku ini menyajikan tampilan dan gambar yang atraktif” is categorized in “Good” category, with the percentage of Strongly Agree 25% and Agree 52.5%, so the total percentage for Strongly Agree and Agree is 77.5%. It means that this book has an attractive picture.
4. The student’s reaction for statement number 4, “Buku ini menyajikan petunjuk penggunaan buku yang jelas dan menarik” is categorized in “Good” category, with the percentage of Strongly Agree 10% and Agree 60%, so the total percentage for Strongly Agree and Agree is 70%. It means that this book has presented the instruction of the usage of the book clearly and interestingly.
5. The student’s reaction for statement number 5, “Desain isi buku bervariasi dan tidak membosankan” is categorized in “Good” category, with the percentage of Strongly Agree 27.5% and Agree 45%, so the total percentage for Strongly Agree and Agree is 72.5%. It means that the design of the book is interesting and not monotonous.
6. The student’s reaction for statement number 6, “Bahasa dan instruksi (perintah) dalam buku ini mudah untuk dipahami” is categorized in “Good” category, with the percentage of Strongly Agree 17.5% and Agree 55%, so the total percentage for Strongly Agree and Agree is 72.5%. It means that the instruction and the language in this book is easy to understand and proper.
7. The student’s reaction for statement number 7, “Petunjuk penggunaan buku ditulis dengan jelas dan mudah untuk dipahami” is categorized in “Good” category, with the percentage of Strongly Agree 10% and Agree 52.5%, so the total percentage for Strongly Agree and Agree is 62.5%. It means that the instruction to use the book written clearly and understanable
8. The student’s reaction for statement number 8, “Tidak ada kesalahan ejaan dalam pengetikan huruf di dalam buku ini” is categorized in “Good” category, with the percentage of Strongly Agree 2.5% and Agree 60%, so the total percentage for Strongly Agree and Agree is 62.5%. It means that the book is written with appropriate spelling.
9. The student’s reaction for statement number 9, “Penggunaan bahasa di dalam buku ini memudahkan saya dalam memahami materi” is categorized in “Good” category, with the percentage of Strongly Agree 15% and Agree 47.5%, so the total percentage for Strongly Agree and Agree is 62.5%. It means that usage of the language in this book support the students to understand the material.
10. The student’s reaction for statement number 10, “Bahasa yang digunakan di dalam buku ini sesuai dengan perkembangan kognitif saya” is categorized in “Good” category, with the percentage of Strongly Agree 12.5% and Agree 60%, so the total percentage for Strongly Agree and Agree is 72.5%. It means that the language in this book appropriate with the cognitive development of the student.
11. The student’s reaction for statement number 11, “Materi di dalam buku ini mengikuti perkembangan zaman” is categorized in “Good” category, with the percentage of Strongly Agree 22.5% and Agree 47.5%, so the total percentage for Strongly Agree and Agree is 70%. It means that the material in this book is up to date
12. The student’s reaction for statement number 12, “Buku ini menyediakan beragam informasi dan situs-situs belajar bahasa inggris yang bermanfaat” is categorized in “Good” category, with the percentage of Strongly Agree 37.5% and Agree 42.5%, so the total percentage for Strongly Agree and Agree is 80%. It means that the students agree that the book provides a lot of information and useful sites to learn English.
13. The student’s reaction for statement number 13, “Buku ini dilengkapi dengan media audio, audio visual dan visual yang memadai” is categorized in “Good” category, with the percentage of Strongly Agree 15% and Agree 50%, so the total percentage for Strongly Agree and Agree is 65%. It means that the students agree that the book completing with audio media, and audio visual media.
14. The student’s reaction for statement number 14, “Materi di dalam buku ini disajikan dan dibahas secara runtut” is categorized in “Good” category, with the percentage of Strongly Agree 10% and Agree 55%, so the total percentage for Strongly Agree and Agree is 65%. It means that the students agree that the book is present in right order.
15. The student’s reaction for statement number 15, “Buku ini dilengkapi contoh yang jelas” is categorized in “Good” category, with the percentage of Strongly Agree 15% and Agree 62.5%, so the total percentage for Strongly Agree and Agree is 77.5%. It means that the book completing with clear examples.
16. The student’s reaction for statement number 16, “Buku ini meningkatkan motivasi saya dalam belajar bahasa Inggris” is categorized in “Good” category, with the percentage of Strongly Agree 27.5% and Agree 42.5%, so the total percentage for Strongly Agree and Agree is 70%. It means that the book can increase the students motivation to learn English.
17. The student’s reaction for statement number 17, “Buku ini membuat saya dapat belajar secara mandiri” is categorized in “Good” category, with the percentage of Strongly Agree 17.5% and Agree 47.5%, so the total percentage for Strongly Agree and Agree is 65%. It means that the book can make the student learn independently.
18. The student’s reaction for statement number 18, “Buku ini meningkatkan kreativitas dan rasa ingin tahu saya dalam belajar bahasa Inggris” is categorized in “Good” category, with the percentage of Strongly Agree 35% and Agree 35%, so the total percentage for Strongly Agree and Agree is 70%. It means that the book can increase the student’s creativity in learning English.
19. The student’s reaction for statement number 19, “Buku ini dapat memenuhi kebutuhan saya berkomunikasi dengan menggunakan bahasa Inggris” is categorized in “Good” category, with the percentage of Strongly Agree 22.5% and Agree 45%, so the total percentage for Strongly Agree and Agree is 67.5%. It means that the book can fulfill the student’s need in English communication.
20. The student’s reaction for statement number 20, “Buku ini membantu saya untuk mengetahui sejauh tingkat pemahaman dan keberhasilan saya dalam belajar (evaluasi diri)” is categorized in “Good” category, with the percentage of Strongly Agree 30% and Agree 40%, so the total percentage for Strongly Agree and Agree is 70%. It means that the book can provide students evaluation.

Then for the result analysis of teacher interview as follow:

* Teacher opinion : the book is colorful and attract the students attention to learn with it.

This is the quotation of this opinion. It means that the book is attractive enough for the students and the teacher.

* Teacher Suggestion : the book should give an addition information about other activities model, because not all of the teacher up to date with the information.

From the suggestion, the researcher will give an additional information to help teacher to arrange the activities in teaching learning.

* Teacher critics : the book should measure the limitation of time that the teaching learning process have, so make a test or evaluation test in the end of the unit can help the student learning in home. The same activity like sing a song in each chapter should be deleted, because it need so much time to practice it. If want, just one of the sing a song activity is enough for the whole unit.

The researcher must consider to find a short authentic materials and create more various activities.

The result of analysis of the student’s interview:

* Student’s opinion: the book is full of color. The content of the book also include the listening and speaking that can build my ability in communication. It is totally different with my English book. This book gives me new knowledge about English, such as the culture shock, idiom and the slang that I never know before. The book offers the sites to learn English.

Based on the student’s opinion means that the book is different with their old book. In students point of view, the book can give them new knowledge about English. Finally the researcher can conclude that the book is useful for the students and has good effect to the students.

* Student’s Suggestion: the meaning of vocabulary should be written in Bahasa Indonesia to make me understand the meaning of the word. The audio or audio visual should be spread to the students too, thus the student who can’t access internet can learn from it.

To perceive students suggestion, the researcher just choose to add audio and audio visual for the students. for vocabulary meaning in written in Bahasa Indonesia, the researcher can’t do it. The researcher believe that by using English, the students will not strange and make English as their habitual. The usage meaning in vocabulary written in English also have good effect to students English vocabulary mastery.

**4.1.3.8 Revising**

 In this step is last revising of the product in development phase before writing final draft. The part of the product that will revise is singing a song activity. This activity will delete and just use one sing a song activity in the end of unit 3. The researcher will find and provide the audio or audio visual media for students that can use learning in home. The records of the media are not delivered directly to the students but also it can copy via the teacher and it include to the teacher CD-ROM.

Thus, the parts of the product are still same, but the content of the product is different because of adjusting revision activity. The parts of the teacher’s book are, cover, preface, “how to use this book”, “student’s spot”, “teacher spot”, assessment instrument form, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and completed with key answer, and the last part is accounting spot consists of accounting term and quiz and support with CD-ROM that contain of record for listening and teaching learning process and for students learning independently.

 And the student’s book consists of cover, preface, “how to use this book”, “student’s spot”, key of pronunciation, contents of the book, then the main materials consist of activities for four skills (listening, speaking, reading and writing, three components ( grammar, pronunciation and vocabulary), portfolio, and the last part is accounting spot consists of accounting term and quiz.

**4.1.3.9 Writing final draft**

The result of writing final draft, the product of teacher and student English book will be better than before.

The researcher had done the steps in development phase with constructing, consulting, and adjusting to make the better product. Although this product was trialed run in small group or small scale but the product is already to implementing and producing in large scale.

**4.3. Revision of the product**

Revision of the product is based on the result of trial run or trying out the product to the user. As written in previous, the result of the questioner and interview are quite well enough, but still need evaluation in some part of the book such as the instruction, spelling, language and the distributing audio or audio visual media to the students.

It is needed to repair both of instruction how to use the book and instruction in doing the task. This problem will be solved by clearing and simplifying the instruction with the easy words usage. For the spelling, the researcher will be check again the wrong or error spelling in the book. The usage of the language became a problem for little amount of students. Definitely it is usual happen, but the writer will evaluate again the materials and find which the materials that have a difficult language usage for second grade students. And the last problem is the distributing of audio or audio visual media for the learners. Firstly developing the product, the writer just wants distribute the audio and audio visual to the teacher only. The base consideration of the writer is the teacher will deliver the media to the students in teaching learning process. But, after conducting trial run, the students hoped that they also had the audio and audio visual media for their independent learning in home. They thought that English learning sites are not enough for them. They also adds that English learning sites just can assess for who have supporting tools but have a limitation access for who do not have a supporting tools. Finding some audio and audio visual media to the students will be the next home work to the writer to completing better product.

For the teacher point of view, the product is quite good enough and offers a new experience for the teacher and the students, but sometimes the teacher condition like busy and the limitation of time would be a consideration for the writer to develop an independent work to the students. That teacher also explain that some teacher may be not up to date with the development of some method that can apply in teaching learning process, based on those suggestion the writer will revise the book by adding some information method that can apply in each language skills and make an authentic materials that can do in the independent ways or in the home like portfolio or making a project.