**CHAPTER V**

**DISCUSSION AND SUGGESTION**

This chapter contains about the discussion of the revised product and suggestion of implementing the product.

**5.1 Discussion of the Revised Product**

The researcher had developed instructional materials consist of teacher book and student book, which can’t separate each other. To develop those books, the researcher used ADDIE model that stand for Analysis phase, Design phase, Development phase, Implementation phase and Evaluation phase. Because of any limitation of time, the researcher had eliminated two last phases and just applied three phases in the research. Those three phases that the researcher used are Analysis phase, Design phase, and Development phase.

 In the analysis phase, the researcher used document analysis and interview. The documents that are analyzed by the researcher are curriculum, syllabus, and English book that is used by the student. For the interview, the researcher did open-ended interview to the teacher and students. From document analysis and interview the researcher got some precious information to decide the kind book and the content book that would be developed. Then the result of analysis phase was used in design phase to design the product.

Authentic materials had been chosen to be a kind material that would be developed. The based considerations of choosing authentic material were authentic material offer new experience to the students. It also gives a nature language for communicating with all aspect followed it such as idiom, slang, and culture shock. The assessment that was chosen to apply in the book was authentic assessment. Authentic assessment gives a real life activity that always the students face in daily. Performance that is a main measurement in this assessment, also builds the student confident when they are having a job in the future. After selecting the material and the assessment, the researcher made an outline of the product. The researcher decided three units for second semester of second grade. Besides, the researcher also added the instruction to use the book, students spot, and accounting term for student’s book, and instruction to use the book, students spot, teacher spot, assessment instrument form, key answer and accounting term for teacher book.

 The last phase that the researcher applied is development phase. In the development phase, the researcher began to develop the outline into a draft. The several steps that the researcher did are: writing draft 1, revising draft 1, draft 2, validating draft 2, revising draft 2, draft 3, trial run draft 3, revising draft 3 and the last writing final product.

 Writing draft 1 was done by developing the outline into a draft that looked book but still simple and had many errors and need to be revised, the revision of the draft 1 would be a draft 2. Draft 2 is better than draft 1, the form of the book seemed clear, the format of the book also arranged well and ready to expert validation. In the expert validation, the researcher asked three people as validators, they are two English lecturer from IAIN Tulungagung and one English teacher from SMKN 1 Boyolangu. The process of the validation was done by filling validation sheets and gave comments to the product. The result of the validation step would be revised become draft 3.

Draft 3 will be trying out in trial run step. The subject of the trial run was 40 second grade students of accounting program in SMKN 1 Boyolangu. This step run like teaching learning process as usual but the instructional material was using teacher and student’s book that was produced by the researcher. During the process of teaching learning, the researcher observed the student and the teacher about how the usage of the book or found out any problems that they were facing when they used the book. In the end of the last teaching learning process, the researcher gave questioners to the students and conducted interview to the teacher and several students. The data that were taken during trial run result of the interview and questioner would be base information to revise draft 3 into final draft.

After finishing several steps in development phase and revising the product based on the information, suggestion, and critics from others side like lecturers, teacher, students and friends, finally writing final draft was done. Writing final draft or the ready product or the final product is the last step in developing phase. The final product of the researcher consists of teacher and student’s book.

Final product of the teacher’s book consists of hard cover, soft cover, preface, “how to use this book”, student’s spot, teacher spot, assessment instrument form, key of pronunciation, three unit materials, and accounting spot. Each parts of the book has a special purpose or addition information to the user like “How to use this book”, this part shows the information to the user how to use the book supporting with the picture of the important part in book and the explanation. Student’s spot consists of “Why should we learn English?” that contains with motivations to raise the user desire in learning English. The other content of student’s spot is “English sites learning” that provides several sites for the user to learn online whenever and wherever they want. Student’s spot part also includes in teacher book to allow the teacher gives a sequence guide or explanation of the content in that part. The other part is teacher’s spot. Teacher’s spot explains about teaching in fun ways. Teaching in fun way consists of the teacher sites that help teacher to develop their teaching model, give information or just for sharing with the other teacher around the world. Besides teacher sites, it tells the tools that can help the teacher and the students learning English, like email and chatting media, audio player and LCD projector, and authoring tools. This part also explains about assessment and portfolio that is used in this book and teacher evaluation.

Telling about the assessment, teacher book also provided assessment instrument form to help teacher make a language assessment sheet. This part contain of the assessment form, oral language assessment, reading language assessment, and writing language assessment that are each of language assessment have purpose, assessment activity, scoring rubric, standard of assessment, student’s self assessment sheet and student’s peer assessment. The next part after assessment instrument part is “key of pronunciation”. It gives examples to pronounce vowel, diphthongs and consonants well.

The main part of the book is the content or the teaching materials. The first page of the teaching materials opens with the title of the unit, number of unit, picture and questions for warming up, and indicators. Inside of teaching materials in this book consist of three units, and each unit has four skills (listening, speaking, reading and writing) and three components (grammar, vocabulary and pronunciation). In the teacher’s book also provides teaching tips to give information or guide to the teacher in arrange an activity based on the materials, and many accessories like “fun fact”, “tips”, “social taboo”, “do you know?” and “fun games”, that can use as an intermezzo or additional information. in the last of teacher book, the researcher puts portfolio task, student’s reflection, students comment and teacher comment to measure students understanding in materials, the application in real life, students reflection, teacher feedback and evaluation. The unit is closed with a wise word that gives motivation to the students. Especially for teacher’s book, it includes key answer for the task or question.

The last part is accounting spot that is contains of several term that is used in accounting program and the exercise of accounting term that is written in English.

The specification of student’s book is almost same with the teacher’s book. The differences just on the teacher’s spot, assessment instrument form, teacher tips and key answer are not provided in student’s book.

The result of teacher and student’s book have been fulfilled several criteria that mention in Badan Standar Nasional Pendidikan dan Pusat Kurikulum dan Perbukuan, Balitbang, Kemendiknas 2007 (Standard Nation Education Organization and the center of curriculum and book, Research and Development Division Education Minister 2007) to conduct a good instructional materials such as develop ability to use English to communicate orally (listening and speaking) and written (reading and writing) in order to develop aspects of intellectual, social, and emotional support learners and is a success in studying all fields of study, Use the English language properly and correctly, in accordance with the rules of the context of language and communication demands. Knowledge of language mastery submitted as supporting the ability to communicate, developing the ability to communicate in English through learning based learners and their environment in the context of everyday life (authentic and natural), lead the development of life skills: personal, social, academic and vocational, developing cross cultural understanding in order to make friends at local, national and international by opening insight into cultural differences to minimize misunderstandings, foster mutual respect and improving the quality of human relationship, and the last oriented to development of science, technology and art.

 The first criteria in the Badan Standar Nasional Pendidikan dan Pusat Kurikulum dan Perbukuan, Balitbang, Kemendiknas 2007 (Standard Nation Education Organization and the center of curriculum and book, Research and Development Division Education Minister 2007) above consist about developing student’s ability to use in English communication. That criterion completes by the researcher by containing the book with listening, speaking, reading and writing activity.

 The second criteria to mastery the rule English knowledge is also fulfilled by giving language components such as grammar, pronunciation, and vocabulary. The third criteria to develop ability to communicate in English trough learning based learners and their environment in the context of everyday life is completed by using authentic assessment. The fourth criteria to lead the development of English skills; personal, social, academic and vocational, is loaded by giving individual task, group task, doing a project and like interview, etc., giving additional information based on the students program study. The fifth criteria, developing cross cultural understanding also completed by using authentic materials and additional information about idiom, slang and social taboo. The last criteria, oriented to development science, technology and art also loaded by giving some precious sites to learning independently, using chatting media and email, using audio record, audio visual record and producing something based on the materials, such as make origami, video, etc.

Besides, the product of the researcher had been categorized in “very proper” for teacher book with the percentage 82.03% and for student book has 80.17% that placing it in “proper” quality criteria based on the Riduwan quality category.

 Based on the explanation above, the final product of teacher and student’s book have advantages

* Support the ability of the students in communication, this product provide four skills and three components to learn English that support students in communication
* Make teaching learning process more vivid, interesting and fun without miss language aspect and learning goals. This product has an colorful layout with picture and the authentic material assessment that measure students performance make the teaching learning not monotonous and boring.
* This product provides sites to learning with internet, it can solve the teacher problem about teaching learning by access teacher sites and also give the students independent learning and up to date information from it.
* This product gives new experience to the students and also effective to apply in second grade of accounting program that is supported with the result of the questioner pointed that more than 60% of the respondent stated agree with the statements that the book give them good effect.

Thus, the product of teacher and student’s book are believed can be implemented massively and used in teaching learning process. This product can solve several student and teacher problems such as, monotonous activity by using several performance activity and games, passive students by giving stimulus, motivation and allow them to perform in front of their friends, learning based teacher centered also can solve with this book because this book is students centered and the teacher just a facilitator, this book also promotes learning for communication by practicing and understanding authentically language and natural way learning.

 In other hands, these products also have the possibility problems that facing in the future. First problem is the teacher awareness to understand how to use the book. Sometimes, the teacher doesn’t care with the way to use the book, eventhough the book have been provided the part about how to use the book. The result of that, the teaching learning can run but not effective enough.

The others problems are the change of curriculum. The product of teacher and student’s book use KTSP curriculum, the consideration to choice KTSP because the teaching learning process in second grade of accounting program is still used KTSP, if the researcher develops the book using K13 or 2013 curriculum, the researcher will have the problem when conducting trial run in the school. The solution of the book is to make this book as supporting book.

**5.2 Suggestion of Implementing the Product**

 According to the strength and the weakness of the final product, the researcher suggests for further continuing the product or calls it implementing the product. Some suggestions in implementing this product are:

* The user, in this case the teacher and the students, must read how to use this book to make teaching learning run well
* The teacher must know about the book, like the kind of material, assessment that is used and the activities that will do.
* This product oriented to the technology, the teacher and student can use all tools to support this book.
* The students can learn this book in home individual or pair or group by doing some project and learning online.

The arguments of those suggestions are:

* If the user, the student and the teacher do not read how to use the book, the researcher afraid that they will miss some important information about the part of the book or the explanation of the task. If they miss those points, the teaching learning process sill can run but not maximal or not effective enough.
* The reason why the teacher must know about the kind of materials and kind of assessment is to minimalist misunderstand that will happen. Authentic material is any kind material that is design or produce or written by native speaker, it’s not rarely we find error on it but the teacher must aware and explain to the students that the nature language that is used are something like that. The kind assessment of the book also must be understood by the teacher. The assessment that is used is authentic assessment. This kind of assessment measure students ability and achievement in the process of the teaching learning. It’s not necessary for the teacher to allow the students doing paper task based only like the test to evaluate student’s achievements.
* This product is technology oriented. the teacher must promote the teaching learning process with supporting tools, like language laboratory, computer laboratory, tape recorder or media player or LCD Projector. The researcher thinks that all the tools are an usual tools and every school surely have it. The students also can use their lap top or hand phone to access the sites that are provided or just watch the video, do the project and communicate with the other person around the world by using social media. If the teaching learning support with the tools, the development of communicative aspect will be fully completed.
* The researcher argument for fourth suggestion is the limitation of the time in the school sometimes makes the teacher allow the students to do the much test. Because this book using authentic assessment and technology oriented, the teacher can allow the students to make a project, doing portfolio, make summary, give writing activity like make a letter, etc.

A book may be have a limitation period in the application but the researcher hope with the researcher’ suggestion above the implementation of the product can run well and can be held in the future.