

The Development English Literature Material for Tenth Grade Students

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Abstract

This research is conducted to answer the lack of teaching materials on the textbooks for both the teachers and students use; the book has title '*Language and English Literature for the 10th grade*' and it used in MAN 1 Nganjuk. The development here focused on developing English literature material. The English literature material explained on the product was about the kind of literary work. The product designed here was the English literature for basic level. The product presented the introduction and explanation about the literary work for basic level. This product gave the additional material to help the teacher and students in learning and teaching process, especially in English literature subject. In the previous textbook, the English literature material only contains about Song lyric and Proverb. According to the teachers, it does not able to accomplish the learning English literature purpose. In this research, the researcher did the needs analysis to identify the problems, then proceed with the products development; begin with deciding the title for each unit and the material, and also give some pictures and exercises. The validation done and obtain some feedback for some revision before the tryout to the small group of the students. This product was better than the previous, it was because sometimes the book does not give the clear example and even without the explanation, which can be the problem for students. So, then this book focused on how the student can understand the material presented, so the aim of learning English literature can be achieved by the students.

Key Words: English Literature material, Tenth grade students

The latest English lesson is now supplemented by the literature's materials, i.e. English Language and Literature, where the students were taught about literature material. The textbook (LKS) is used for both teacher and students do not present much about English literature. As in this case, the textbooks used for both teachers and students is only present about song lyric and proverb material. By that

problem happened about the deficiency that needs to be developed in order to become a resource book that worthy to be taught or used in the classroom during the learning activity.

The book for the 10th grade is indeed a literary material, but very little, so according to the researcher's observation, it is necessary to be developed. The development here is, adding the literary material to each chapter and putting it at the end of each chapter. At least, the language and literary material should be balanced, because the title is "*English Language and Literature*". From the title of that textbook, it should be known that textbook used must contain the literary material inside, but in the reality the material between the language and literature is not balance, even the literary material is almost non-existent. The lack of literary material occurs in that textbooks become a main point for the researchers to conduct the interviews and observations in order to obtain some detail information.

The development undertaken is certainly for the purpose that the book is really to provide information about the literature as the basic knowledge for the students. In the literary world, there are many kinds of literary works, such as studying poetry and poem, short story, drama, novel and many more. There is also the material learn about figurative language that used in poem and poetry as the sense of beautiful language, it is include one of the literature. Literature is not far away from the beautiful language use, for example the diction use that creates new meaning in a poetry or poem.

The development of materials to be used as teaching materials is considered very necessary when looking at the students' need. The material

chosen must be appropriate to the student level with the aim that they can be easy to understand the material presented. On the other hand, if the material chosen or presented will be difficult and certainly make them feel not enjoy the lesson.

Teaching materials are all forms of learning materials, whether printed, audiovisual, as well as other forms collected from various sources. The display is packed more interesting and not out of standard competence point to facilitate the inside learning activities in the classroom and aims to motivate students to make that material submitted can be accepted so that the learning indicators are achieved.

Teaching materials are a set of tools or learning tools that contain learning materials, methods, limitations, and how to evaluate systematically designed and interesting in order to achieve the expected goals, namely to achieve competence or sub competence with all its complexity (Widodo and Jasmadi in Lestari, 2013:1). This understanding explains that a teaching material must be designed and written with instructional principles because it will be used by teachers to help and support the learning process.

The need for the development of teaching materials, so that the availability of teaching materials in accordance with the needs of students, curriculum demands, target characteristics, and demands learning problem solving. Development of instructional materials should be in accordance with curriculum demands; means that the materials developed should be in accordance with Curriculum 2013 that refers to the National Standards of Education both content standards, process standards and graduate competency standards.

In this case the development of teaching materials is a series of processes is done to produce teaching materials that can provide an example pulling from the easy to the gradually difficult, giving feedback, motivate, and know the results that have been achieved.

Based on the opinion of Greene and Petty there are 10 criteria that must be met for quality textbooks, namely: 1) textbooks must attract children. 2) Textbooks must be able to motivate students. 3) Textbooks must also contain illustrations that interest the students. 4) Textbooks should consider linguistic aspects. 5) Textbooks must also be closely related to other lessons. 6) Textbooks must also stimulate, stimulate students' personal activities. 7) Textbooks must consciously and firmly avoid vague concepts. 8) Textbooks must also have a clear perspective. 9) Other than that textbooks should be able to provide emphasis on emphasizing the values of children and adults. 10) Textbooks must respect the personal differences of students and their use (Greene and Petty in Tarigan, 1986: 21).

Literature is an art form expressed by human thoughts and feelings with the beauty of language, the originality of ideas, and the depth of the message (Najid, 2003: 7). This is in line with Pradopo's thought (2002: 59) which suggests that literary works are directly or indirectly influenced by the author's environmental experience. Therefore, for Wellek and Warren (1993: 14) literary works are imaginative works of languages whose aesthetic functions are dominant. Literary language is very connotative, contains many additional meanings so that it is not only referential.

Literature is divided into written literature or oral literature (oral literature). Here literature has little to do with writing, but with a language that is used as a vehicle for expressing certain experiences or thoughts. Literature is divided into two namely Prose and Poetry, Prose is a literary work that is not bound while Poetry is a literary work that is bound by certain rules. Examples of Poetry Literature are Poetry, Poem, and Poetry, while Prose literary works are Novels, Stories / Short Stories, and Drama.

Method

In line with procedural model of development which is applied in this research, it is developing the English literature material for the 10th grade for language program at MAN 1 Nganjuk. It contains some stages. First, the needs analysis and its result is used develop the supplementary material for the text book for 10th grade senior high school. In this step the researcher did the need analysis to look for problems to be solved and then used as the data to be investigated. After that is done then start the development based on the need in the field. In obtaining preliminary data the researcher conducts activities using interview instrument with subject teachers and also conducts the observations using interviews with some student representatives by giving a number of questions that serve as the basis for conducting this research development.

In conducting Research and Development (R & D), the researcher took and adopted steps to be used in conducting this research and development. But the researcher only took a few steps due to time constraints. For the steps is taken and adopted by the researcher, it can be seen at the figure 3.1 as follows;

The following was the procedure taken and adopted by the researcher in doing the Research and Development;

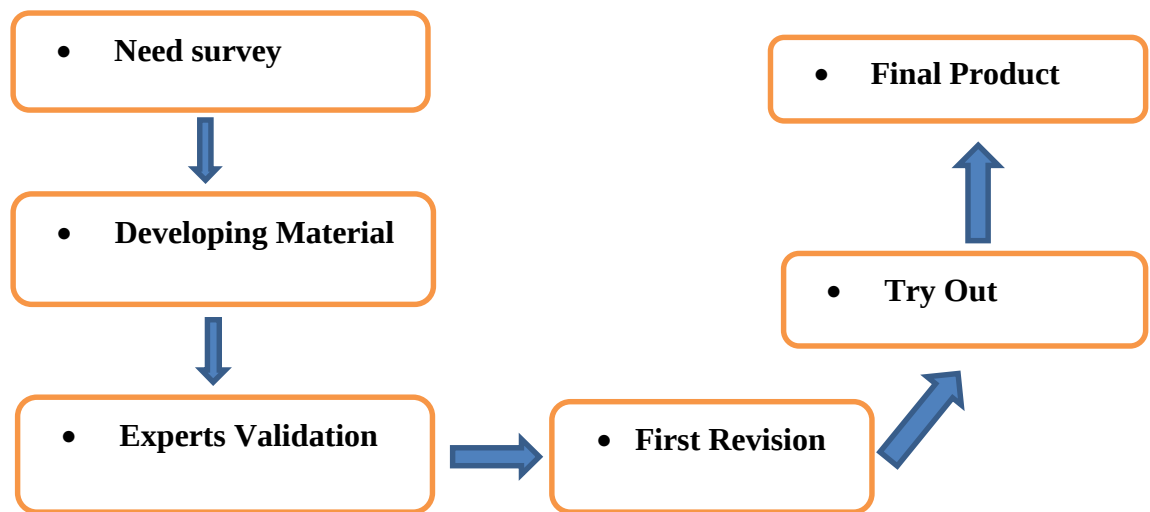


Figure 3.1 Model being adopted (adopted from Borg and Gall:1983)

To know the quality of the product, appropriateness, applicability, usefulness, effectiveness, efficiency and attractiveness of the product, and to help improve the quality of the product, the researcher take some experts to validate the product.

The validator is involved to assess the product is expert for assess the content and the expert to assess the design. The researcher choose them under the criteria that they are have the ability in their field, willing to assess or validate the product and also give the suggestion and feedback.

The purpose of this validation is to obtain an advice and assessment from the experts. After the validation step is done, so it is expected that the product developed is feasible to be used in the process of learning in classroom, Furthermore, the researcher revised from each comment, suggestion and advice provided by the experts involved.

The revision is done after validation, which is validated by both expert content and graphic design. There are some revisions that make researchers improve aspects of the media or products that are considered need to be revise base on the expert validation. If it feels that the product is good enough, it is means does not need any revisions.

The product given to be revised is done then obtained good assessment from the experts, it can be said that is feasible, and then the product can go on for the next steps, namely Try-Out of the product. In this revision steps, the researcher revised the content based on the feedback. All the data are compiled and analyzed. These help the researcher to determine the choices of the questions of the lay out, instructions, cover, content and general aspect of the developed material.

Finding and Discussion

Expert here is asked to assess and give feedback for the product development. The result that explained here was the result in form of feedback about the product content. The expert chosen here to assess the product was the teacher, the consideration in choosing her was because; she was an English teacher, she has long experience in the teaching, and also was understand about the students' background level in accepting and receiving every material during the learning process. That was the reason being considerate by the researcher in choosing her as the validator or expert.

At the validation step, there are some suggestions for this product. The advice and feedback that is given then must be revised. On the part of the product, that is about content, there was focus of the improvement that is the mistakes in the typing in word or sentence, unclear in writing do not too small font size and font style used (the font used must be easy to read by both the teachers and students) and also for the title name used to each unit or chapter, deleted some material that does not need to be presented or explained (such as the material that containing about literature in Indonesian language) meaning that English literature has own explanation to be explained, list the material to be presented and also the content must be adapted to the each unit title. In other words, the expert was really like with the scope of the material presented on the product.

In the validation steps, the researcher obtained some suggestion for the revision. According to the expert, the target of the product here was the high school students, whose appearance must be adjusted to their age or level. This means that not use too many pictures inside, not too much text and the use of

fonts that must be relaxed with the aim that the book does not give saturation effect. The experts provide suggestion that the content (text in paragraph) on the product is looking more interesting and better when it is equipped with the related pictures.

The purpose of the try-out to know the accuracy and appropriateness of the instructional design and media learning aspects of the product developed with learning need and students' need. The result shows that the product has good score, meaning that the product is acceptable to be used for the classroom activity for both teachers and students.

In the first validation, the score obtained was 20, with the detail; the criteria of each item question were in the 2 and 3 from 9 questions as the assessment. The question item that scored 2 was about the layout or design for the whole part of the product, the combination between the pictures chosen with the color and 4 questions items were scored 3, five item questions the score obtained was 2 and four questions was scored 3. That score obtained from overall questions asked which each item has 1 up to 5 criteria to be assessed. The criteria had the meaning 1 the lowest and 5 the highest with the detail; *1 is poor, 2 is fairly, 3 is good, 4 is very good, and 5 is excellent*. The expert asked that the product to be revised because of many part of that product was poor. In obtaining better result it must be revised based on suggestions and feedback given by the expert. The ideal score obtained was, if each question item on the questionnaire is answered with the score 5. The second validation got the better result than at the first stage using the same questions instrument as the first time; it obtained the score 34. The total score 34 obtained from 3 items questions scored with 4, 2 questions scored 5 and 4 items questions scored 3. After the validation step has been done, then continued to the try-out by conducting an experiment using the product developed to obtain the results that the product were really feasible to be used by the students. The data took from the students using the questionnaire covering 10 item questionnaires.

Result of the Product Try Out

No	Question	Tabulasi				
		5	4	3	2	1
1	The book appearances was attractive to me		12	17		
2	The material presented was easy to be understood, easy and detail also clear	2	15	12		
3	The use of sentence in presenting the material can be easy and learn	2	16	11		
4	The material presented on every units was clear	1	17	8	3	
5	With the clearly example and explantion then I can understand	9	11	9		
6	The exercise can be understood by me	1	12	14	2	
7	Exercise presented was easy to answer		14	14	1	
8	The exercise can help me to understnd the material presented	3	14	10	2	
9	The book can be motivated to me to master the overall material in English literature	4	8	15	2	
10	The book was useful to help me understand the English literature material	3	14	11	1	

In the questionnaires sheet were prepared comprising 10 aspects, and were assessed with 5 is the highest to 1 is the lowest, (the detailed is 1; *tidak setuju*, 2; *kurang setuju*, 3; *cukup setuju*, 4; *setuju*, and 5; *sangat setuju*). The assessment conducted on every aspect of assessment of the students' answer 29. If any aspect of the assessment is multiplied by 29 people with a maximum score of 5, the maximum score for each aspect of the assessment answer will reach 145. Total score ideal for all aspects of assessment can be obtained by multiplying from 10 aspects of assessment and a maximum score of each aspect of assessment that was 5 by the number of respondents was 29. Thus, the total score of the ideal for all aspects of assessment was 1450. From the tryout result, the results obtained shows that the total of 29 students 14 of them gave the assessment about the product overall, with the criteria 4 or “*Agree*”, 11 students assessed with the criteria 3 or “*Good*” and 3 of the students assessed with criteria 5 or “*strongly*

agree”. It can be seen in the tryout table in the question number 10 was about *“the book was useful for me”*. The score on the product try out obtained 75 can be concluded that the book or product is acceptable for use in learning and teaching for teachers and students. The following is the calculation of the score obtained and it was also that the total of 29 students answered the questionnaires in the criteria between 1 until 5 that their answers distributed to the criteria 3 and 4. So that it can be concluded that the product was suitable and useful to be used in class for both teacher and students in teaching and learning process.

Conclusion and Suggestion

Conclusion

This product according to the teachers was very helpful in providing understanding in English literature lessons it was because this book has never been existed before. The teachers argued that the teachers have been very difficult all this time in facilitated the students in teaching English literature material, but this developed book was good enough to be used because; firstly, the material was suitable for the needs of both students and teachers and secondly because it helped provide understanding of English literature subject matter to the students that they did not know much about it.

The results obtained in the try-out stage to a number of research objects amount to 29 students, taken in one sample is class tenth. The questions asked had the criteria between 1-5 with the meaning; 1 *is the lowest* and 5 *is the highest* score, the distribution was in criteria good or 3 and very good or 4 and also there is some assessed very good or in criteria 5. From the tryout on the 29 student, the respond was they are appreciated on the product developed. Because the criteria answered much on the criteria 3 and 4, and it can be concluded that overall students gave good respond.

The researcher submitted 10 questions that students must answer according to the criteria given in that questionnaire. Then from the overall results, the value obtained at the try out stage pointed out that the material was *“Acceptable”* based on the questionnaire form data.

Suggestion

The teacher should be more creative in developing the learning material in order to improve the student outcomes and learning processes. The teacher here has an important role in giving source of the related subjects, especially in learning English literature. In this case is that students can understand or not is depending on how the teacher's role in giving facility to the students in the learning activity.

As for the suggestion of further product development is as follows: for all parties who wish to develop the product further, that focuses on the developing English literature material, so for the future research the product result is hopefully more comprehensive, it is because this new product only contain the basic and introduction to the English literature material.

It is necessary, according to the researcher because, in the very fabric of a school, there is a higher level for the twelfth and thirteenth grades. Because the product is limited for the tenth grade level, then the required scope of customized content with every increase in every level. So, the future expected further deeper material development in English literature for those grades.

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