

**DEVELOPING RECOUNT TEXT MATERIALS BASED ON K13
CURRICULUM FOR THE TENTH GRADE STUDENTS
OF SENIOR HIGH SCHOOL (Study at SMAN 1 Ponggok Blitar)**

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ABSTRACT:

This research was aim to develop recount text materials to the tenth grader students of senior high school and find out the effectiveness of the recount text materials. This research was done in SMAN 1 Ponggok. The researcher used Research and Development (R & D) adopted from of Sugiyono's model (2015:298) to conduct the research. The data collected through interview, questionnaire, documentation, and test. The expert validation which used in this research were; 1) media expert 2) material expert. To try out the product, the researcher used one group pre-test and post-test experimental design. The results of the research showed that the develop of Recount Text Material was effective; it proved by 1) The result of material validation 98.18% and media validation 96.25 %. The average of those two validation is 97,22% that categorized as "very good" by interval $80\% < x \leq 100\%$. So, the supplementary book of Recount text Material which developed was valid to be implemented in the tenth grader of Senior high school students. 2) It also increase the tenth grade students' writing achievement that proved by the increase of the students' of pre test mean score (66.67) to post test mean score (83.83). 3) The students also gave positive responses toward Recount Text Material as reflected from the result of the questionnaire given (85.8%). From that result presented before, it can be concluded that Recount Text Material was effective and increased the tenth grade students' writing achievement. It means Recount Text Material can be used as a supplementary media for learning English writing.

Keywords: Developing material, recount text, k13 curriculum

ABSTRAK:

Penelitian ini bertujuan untuk mengembangkan bahan ajar teks recount kepada untuk siswa kelas sepuluh sekolah menengah atas dan mengetahui efektivitas bahan ajar teks recount tersebut. Penelitian ini dilakukan di SMAN 1 Ponggok. Peneliti menggunakan Research and

Development (R & D) yang diadopsi dari model Sugiyono (2015: 298) untuk melakukan penelitian. Data dikumpulkan melalui wawancara, kuesioner, dokumentasi, dan tes. Validasi ahli yang digunakan dalam penelitian ini adalah; 1) validasi media 2) validasi materi. Untuk uji coba produk, peneliti menggunakan desain eksperimen *one group pre-test* dan *post-test*. Hasil penelitian menunjukkan bahwa pengembangan Recount Text Material efektif; dibuktikan dengan 1) Hasil validasi materi 98,18% dan validasi media 96,25%. Rata-rata dari kedua validasi tersebut adalah 97,22% yang dikategorikan “sangat baik” dengan interval $80\% < x \leq 100\%$. Jadi, Bahan ajar Teks Recount yang dikembangkan valid untuk diimplementasikan pada siswa kelas sepuluh SMA. 2) Hasil teks recount siswa kelas sepuluh meningkat, yang dibuktikan dengan peningkatan nilai rata-rata pre test siswa (66,67) menjadi (83,83) pada post test. 3) Siswa juga memberikan tanggapan positif terhadap Recount Text Material sebagaimana hasil kuesioner yaitu (85,8%). Dari hasil penelitian tersebut, dapat disimpulkan bahwa Recount Text Material efektif dan dapat meningkatkan prestasi menulis siswa kelas sepuluh. Ini berarti Recount Text Material dapat digunakan sebagai media tambahan untuk belajar menulis bahasa Inggris.

Kata kunci: Pengembangan Materi, Teks Recount, kurikulum 2013

INTRODUCTION

Based on *Undang-Undang Nomor 20 Tahun 2003* about National Educational System states that “National education is education based on Pancasila and Basic Law of the Republic of Indonesia 1945 rooted in the values of religion, national culture of Indonesia and responsive to the demands of the changing times”. From the statement above it can be concluded that education in Indonesia is an education that upholds the value of character and always update to the changes of times. This requires handling for the survival of the nation of Indonesia, because education is a tool to develop and improve human resources. (Mulyasa, 2015:13).

To carry out learning activities to achieve a particular goal an educational unit apply a system called the curriculum. To improve the quality of education in Indonesia it is needed curriculum development, because the curriculum is dynamic in accordance with the times and the needs of education itself. As states in (Mulyasa, 2015:59) that “In an educational system, the curriculum is dynamic and must always be done change and development, in order to keep up with the development and challenges of the times”. Based on the statement above, it is necessary to develop the K13 curriculum to improve the quality of education in Indonesia and to face the challenges of the future. Nowadays in Indonesia English is taught as the first foreign language from Junior high school up to University, no longer in elementary school since K13 curriculum regulations are applied (Ansori:2012). In English subject there are four skills to be mastered by

students. There are listening, speaking, reading, and writing. According to Nunan (2003:24;48;68;88), "Listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as receptive or productive"; "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning"; "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning"; and "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader".

Based on the interview result using unstructured interview with Mr. Ex as the tenth grade English teacher in SMAN 1 Ponggok on April 5th, 2018 the researcher found that the school starts to implement K13 curriculum since 2016. The result of spreading the questionnaire to the tenth grade students on April 5th, 2018 stated the researcher found that the students had difficulty in writing recount text, because the learning media is not still enough. Therefore, the students agree with the developing learning media for their learning process especially in recount text. Besides the data collection above, the researcher, also take a document in the form of students list to complete the data.

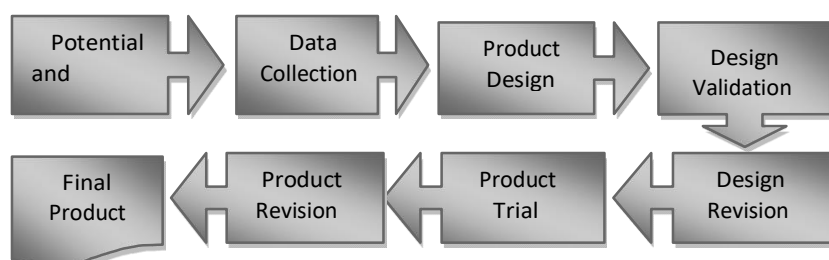
In learning process media as communication tools to achieve the goal of learning process. Media can be printed, visual, audio, audio-visual, computer based. The teacher can use the media according to the learning needs. So the teacher should have sufficient knowledge and understanding of learning media. Arsyad (2013:3)". According to Habibah, I,U. (2017). *Developing English Writing Material Based on 2013 Curriculum to increase the Seventh Grade Students' Writing Achievement at MTs Syekh Subakir Nglegok Blitar*. It solves a problem about writing achievement in the seventh grade students that still less. The developing English Writing material was increase the seventh grade students' writing achievement, it proved by the increasing of the students' of pre test (63.57%) to post test (70.03%). The students also gave positive responses toward English Writing Material as reflected from the result of the questionnaire given (90%). It means it can be used as a supplementary media for learning writing. Different from the previous research, in Yusnita,dkk. (2012) *Improving Students' Recount Text Writing By Using Picture Series A Classroom Action Research to the Tenth Grade Students of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012*. By conducting the classroom action research, it was found out that using picture series improving the students' recount text writing. The result of this research has shown that the students progress in improves writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score. So, the use of picture series will help the students in improving recount text writing.

Based on the elaborated background above, the researcher would like to conduct an English integrated materials to accomplish the previous research for learning especially in recount text based on K13 curriculum. It

will be made more interesting and more specifically. Then the researcher would like to conduct a research entitled “Developing Recount Text Materials Based on K13 Curriculum for the Tenth Grade Students of Senior High School”

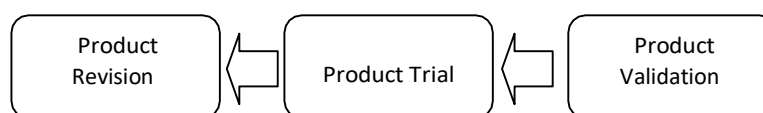
RESEARCH METHODOLOGY

In this research, the researcher used Research and Development (R&D) as a research design. Because this research was natured of descriptive and not focused on data quantification, so the researcher used Descriptive Qualitative as a research approach. For design model development, the researcher applied descriptive approach and did limited trial model design by applying experiment model One Group Pretest-Posttest Design. The research adopted procedure of Sugiyono’s model (2015:298) as research model and procedure. There are ten stages based on Sugiyono’s model. To make the process of developing the product easier and shorter and due to the limited time and cost, the researcher limit the development just to eight steps, there are: 1) Potential and problem; 2) Data Collection; 3) Product Design; 4) Design Validation; 5) Design Revision; 6) Product Testing; 7) Product Revision; and 8) Final Product. The procedure of this research has modified appropriate with the researcher’s needs in developing the product. The development model is shown in the following figure.



Research and Development (R&D) procedure, adapted from Sugiyono’s model (2015:298)

The researcher used Miles and Huberman’s model to analyze the data. The first step was data reduction which means summarizing, choosing the essentials, focusing on the important things. The second step was data display form of table, graphic, pie chart etc. The third was conclusion. Miles and Huberman in Sugiyono (2015:246-252). To develop the product the researcher used six steps were shown as follows:

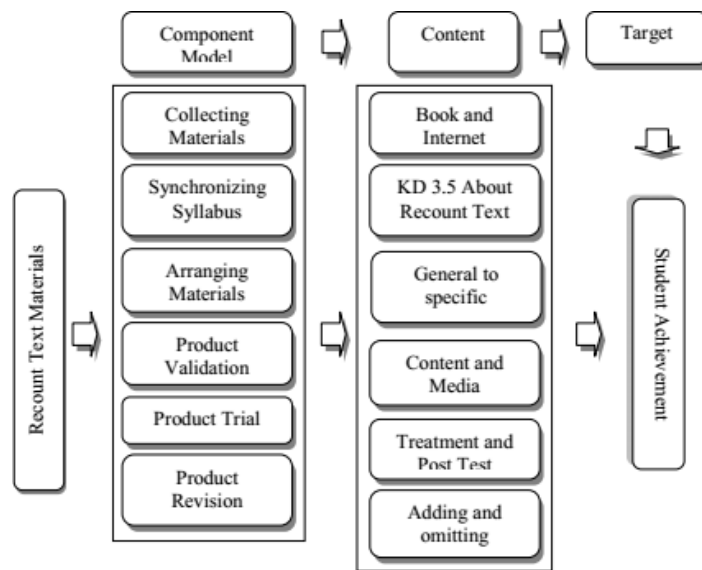


Recount Text Materials Development Steps

The first step to conduct the product was collecting materials, in this step the researcher collected materials from some sources like from a book, article, or internet about recount text and the language feature that support the materials. The second step was synchronizing between the materials and the syllabus that used in the school. It was important to do because the content of the materials

which was made has to appropriate with the syllabus so that aimed. The third step was arranging the materials, in this step the researcher arranged the materials based on the needs. The researcher arranged the materials from the general to the specific one. The fourth step was product validation, it was done to know whether the product is proper or not before trial the product. The fifth step was product trial, this step is to know whether the product is proper to be taught or not. The last step was product revision, this step was to improve if the product has weakness after did trial to the students.

Hypothetical Model



Product Specifications

The product has specifications of media as follows: 1) Using Times New Roman, Comic Sans MS, Segoe Print and calibri font; 2) Using 8,9,10,11,12 font size; 3) Using A5 paper size 80 gsm; 4) Using artpaper for the cover 5) There is a quote at the end of every chapter.

Design Product Validation

The researcher used Likert Scale of Sugiyono's model (2015:93) to make the validation form. This step be done to validate the product design by giving the draft product includes validity of materials and media to the expert using validation form. The validation result used to find out whether the product is good or not to be taught to the students. So, validation design is necessary to know the quality of the product selected.

Product Trial

The researcher gave pretest, treatment and post test to the students. The score of the pretest and post test can be calculated with a rubric which has criteria as follows: The model of One Group Pretest-Posttest Design from Sugiyono (2015:74-75) is listed below:

$$O_1 \times O_2$$

Note :

O_1 : Score before treatment O_2 : Score after treatment X : Treatment

In this step, the researcher compare the score of pretest and post test. Which means score before treatment and score after treatment.

Research Design

In this research, the researcher used One Group Pretest-Posttest Design to try out the product.

No.	Aspect	Score
1.	Content	
	Excellent to Very Good	30-27
	Good to Average	26-22
	Fair to poor	21-17
	Very poor	16-13
2.	Organization	
	Excellent to very good	20-18
	Good to average	17-14
	Fair to Poor	13-10
	Very poor	9-7
3.	Vocabulary	
	Excellent to very good	20-18
	Good to average	17-14
	Fair to poor	13-10
	Very poor	9-7
4.	Language Use	
	Excellent to very good	25-22
	Good to average	21-19
	Fair to poor	17-11
	Very poor	10-5
5.	Mechanic	
	Excellent to very good	5
	Good to average	4
	Fair to poor	3
	Very poor	2
Total Score of All Aspect		100

Population and Sample

In this research, the researcher determined the tenth grade students of SMAN 1 Ponggok of 2017/2018 academic year as a population. The researcher used Simple Random Sampling to determine the sample to be researched.

Data Collection Technique

In this research, the researcher used test to collect data. First, the researcher gave a test before treatment called pre test to know the basic achievement of the students. Second, the researcher gave treatment using the product. Third, the researcher gave a test after treatment called post test. These tests used to compare the score before and after treatment.

Research Instrument

In this research, the researcher used test as instrument to measure the properness of the product. The test has been given to the tenth grade students of SMAN 1 Ponggok as participants.

Data Analysis Technique

To know the properness of the product the researcher compared the result data of O1 (Score before treatment) and O2 (Score after treatment) using experiment model. Experiment model result calculated using T-test. According to Sugiyono (2015:307) the formula of T-test is stated below:

$$t\text{-test} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(S_1^2 + S_2^2)}{n_1 + n_2} - 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \times \left[\frac{S_2}{\sqrt{n_2}} \right]}}$$

Product Evaluation

After testing the product to the participant, the researcher evaluated the product with the expert. It was done to know the weakness and the strength of the product. It also as consideration whether the product need to be improved or not.

Product Improvement

From the product evaluation the researcher knew whether the product need to be improved or not. So, in this step the researcher did improvement by adding, omitting or changing the elements of the product so that the product proper to use in that school.

Publication

In this stage, the researcher published the product after going through several stages. But in this research the researcher only publish the product for the school that the researcher had done the observation.

RESEARCH FINDINGS AND DISCUSSION

The researcher collected potential and problem in SMAN 1 Ponggok. The researcher wanted to know the students' need, curriculum, syllabus, and media that used for teaching and learning in the class. The researcher did observation first to identify potential and problem in SMAN 1 Ponggok. The researcher used unstructured interview with Mr. Ex as the tenth grade English teacher and spread questionnaire to the tenth grade students to collect the data. Second, the researcher did need analysis to know what product that appropriate to solve the problem.

By doing interview with the teacher the researcher knew that learning materials that used in the Tenth grade of SMAN 1 Ponggok only book from the government. The materials was still less to support the learning process especially in English subject. It affected the students' ability was not maximal, because the materials given is not specific. From the result of spreading questionnaire to the student the researcher knew that the students had difficulty in composing sentence to a text especially in recount text. Based on the results of the analysis of the potential and problems above, the researcher found a solution to solve the problem that occurred. The solution is make a materials book that focuses on recount text. Thus, the difficulty that occurs in the tenth grade student of SMAN 1 Ponggok about recount text can be resolved.

The product design is done as a hypothetical product "RECOUNT TEXT WRITING MATERIALS BASED ON K13 CURRICULUM". There were two kinds of products in this research, the first was student's book and the second was

teacher's book. In development of the product, the researcher through two stages of revisions before the product validated and tested. After going through several revisions, the final product is formed which is ready to be validated and tested. In this research the researcher produce two books, there were student's book and teacher's book. The student's book consists of three chapters, chapter I is what the text is?, this chapter served the materials about what is recount text and what is the generic structure of recount text. Chapter II is type of recount text, this chapter served the type of recount text there were personal recount text, factual recount text, imaginative recount text and historical recount text. Chapter III is text structure, this chapter served the support unsure for writing recount text. In this chapter the researcher introduce deeper about recount text. The teacher's book also consists of three chapters, in teacher's book also served the instruction how to teach the student's and the key answer of the book. Therefore, the teachers are able to use this book to teach the students easily.

The book has validated by two expert validator, the first expert validator is Mr.Ex as expert of material. The second expert validator is Mrs. Nst as expert of media. The result of material validation 98.18% and media validation 96.25 %. The average of those two validation is 97,22% that categorized as "very good" by interval $80\% < x \leq 100\%$. So, the supplementary book of Recount text Material which developed was valid. From the result of the students' response 65.2% students agree with the developing of recount text materials as a new learning media. It means, that. If seen in criteria of response this is absolutely a very good and agree response. Then the students absolutely agree if Recount Text Materials Based on K13 Curriculum was used in learning Recount Text.

The media is valid and the students agree to used Recount Text Materials Based on K13 Curriculum was used in learning Recount Text. Therefore, the next step is product trial. The result of product trial as follow:

No	Name	Score		
		Pre Test	Post Test	Mean
1	AST	69	85	77
2	AKM.	65	87	76
3	AA	62	80	71
4	AFB.	61	79	70
5	BS	62	79	70.5
6	CM	65	86	75.5
7	DK	77	89	83
8	DAFR	58	83	70.5
9	DRW	67	85	76
10	DDNK	70	86	78
11	ERP	59	79	69
12	EP	77	84	80.5
13	FAZ	66	80	73
14	FD	64	79	71.5
15	FTJ	60	83	71.5
16	FFY	80	89	84.5
17	INL	64	88	76
18	KYC	67	87	77
19	LIN	60	85	72.5
20	MDIP	72	81	76.5
21	MFS	71	83	77
22	MKB	74	86	80
23	MQF	68	88	78
24	NL	76	86	81
25	NJ	63	84	73.5
26	NA	69	86	77.5
27	PW	62	87	74.5
28	RA	69	80	74.5
29	SRM	63	81	72
30	TMS	63	83	73
31	VS	64	82	73
32	YA	64	84	74
33	ZBF	66	84	75
34	DKLP	70	82	76
Mean Score of Class		66.67	83.82	75.25

The result of calculating T-test using SPSS application is shown as follows:

t-Test Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-1.71471E1	4.96126	.85085	-18.87812	-15.41599	-20.153	33	0.05

Conclusion : $t_{stat} < t_{table}$

Ha accepted, there is significance increase of score before treatment and after treatment. In other hand the developing of product is proper for teaching recount text in the tenth grade students of senior high school.

From the explanation above the researcher gave recapitulation as follows:

Recapitulation Students' Outcome

No.	Information	Score
1	The highest score of pre-test	77
2	The lowest score of pre-test	58
3	The highest score of post test	89
4	The lowest score of post test	79
5	The mean score of pre-test	66.67
6	The mean score of post test	83.82
7	T-test value	-20,153
8	Significance	0,05/ t_{table} 2,034

Discussion

Based on the research findings that has explained above the researcher discussed according to the two research problems to develop recount text materials to the tenth grader students of senior high school and find out the effectiveness of the recount text materials. From the potential and problem that had be explain above about the difficulty of students in writing text, here the researcher limit the research only in recount text. By the potential and the problems the researcher found the solution to resolve the problems. In this research the researcher has made materials in the form of book especially recount text materials to help students in writing. This materials not only focus on writing but also in listening, speaking and reading. This materials based on k13 curriculum principles.

After the product declared valid by the two validators the product ready to be tested to the students. (Validation analysis can be seen in appendix 4 and 5). On April 12th, 2018 researcher gave pre-test to the tenth grade students of SMAN 1 Ponggok and followed by thirty four students. The mean score of pre-test was 66.67. On August 5th, 2018 the researcher gave treatment to the tenth grade students of SMAN 1 Ponggok for three days. Here the researcher used the product to teach the students along with the exercises. On the fourth day, the researcher gave post test to the tenth grade students of SMAN 1 Ponggok and followed by 34. The mean score of post test was 83.82. From the result of pre-test and post above the mean score of pre-test and post test increase from 66.67 to the 83.82 as much 19.11%. So, the student's achievement increase after the researcher gave treatment with the new product that is recount text materials. The increasing of the mean score is shown in the following diagram:

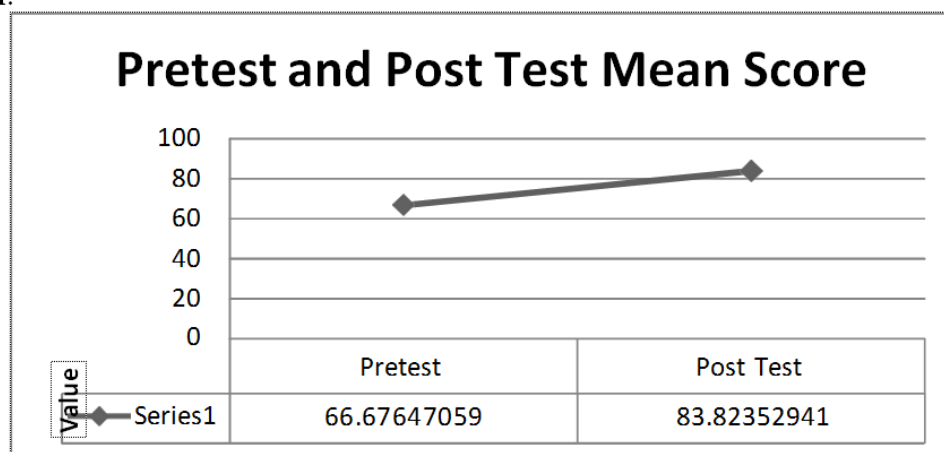


Diagram of Pre-test and Post Test Increase

After giving post test, the researcher spread students' response questionnaire to the product. The researcher used Guttman Scale of Sugiyono's model (2015:96) to make the questionnaire response. The conclusion of the questionnaire stated that the tenth grade students of SMAN 1 Ponggok interested to the product because the product can help them to learn about recount text. Finally, the researcher tested the properness of the product using t-test based on the mean score of pre-test and post test. Based on the calculation of t-test above, it showed that the value of t-test is $-20,153 < t_{table} 2,034$. It means H_a accepted, in other words the recount text materials is effective to use in the tenth grade students of senior high school.

CONCLUSION

This research aims to develop and to know the effectiveness of the product to the tenth grade students of Senior High School. Based on the research that the researcher done and analyze before, the researcher made conclusions.

First, this research and development produced a learning media in the form of book that focuses on recount text entitled "Recount Text Materials" based on K13 curriculum for the tenth grade students. The Recount Text Book Materials was valid to be implemented as a learning media in teaching and learning recount text to the tenth grade of SMAN 1 Ponggok in 2018/2019 academic year. It could be proven by the result of validation. From material validation got 98.18% and media of validation got 96.25 %. The average of those two validation is 97.22% that categorized as "very good" by interval $80\% < x \leq 100\%$. Therefore, the develop of Recount Text Materials can be used as media in teaching and learning process for the tenth grader of Senior High School especially in studying recount text.

Second, the developed Recount Text Materials based on K13 Curriculum was effective to increase the seventh grade students in studying recount text. Based on the trial product proved that the mean score of post test has increased as much (19.11%) from (66.67) to the (83.82). It can be concluded that there was increased in mean score before and after treatment. Furthermore, Based on the result of t-test, it showed that value of t-test is $-20,153 < t_{table} 2,034$ means $t\text{-test} < t_{table}$. Thus, H_0 is rejected and H_a is accepted.

Third, From the result of questionnaire to the students the researcher concluded that the students interested to the product. The questionnaires stated that the tenth grade students of SMAN 1 Ponggok interested to the product because the product can help them to learn about recount text.

SUGGESTIONS

Based on the research and development findings, the suggestions are state in theoretical and practical. Theoretically, the developing of recount text materials is expected could be implemented in formal and informal education such as in Senior high school especially for the tenth grade students or course center. Practically, the implementation of this product is expected could be support the teaching and learning process as an interesting media. Therefore, the achievement of the students in four skills can improve but it is necessary to further development of this product to improve the quality of students learning.

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