

## **A descriptive study on the Usability (coherence and cohesion with the curriculum) of Some Modules: English on sky and Effective English by Tiga Serangkai Used in Teaching English in the Third Grade Students of SMP Negeri 10 Kota Cirebon”.**

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### **Abstract**

The research is entitled “A descriptive study on the Usability coherence and cohesion with the curriculum) of some modules. The purposes of this research are (1). To describe the correlation of the used modules of English on sky and Effective English by Tiga Serangkai with the curriculum in teaching English for the third grade students of SMPN 10 Kota Cirebon. (2). To figure out how the used modules of English on sky and Effective English by Tiga Serangkai in teaching English for the third grade students of SMPN 10 Kota Cirebon. (3). To figure out the Teacher’s perception about the Module in teaching English of the third grade students of SMPN 10 Kota Cirebon.

This research belongs to descriptive qualitative. the collected data were analyzed by making written description. After conducting the research, the researcher concluded that The modules are not 100% fulfilled the criteria as demanded by 2013 curriculum. In the teaching and learning, the use of modules is adjusted with the order of basic competences required by the curriculum and also the time allocation. Both modules above are not the only handbooks which are used in the teaching and learning process. The teachers find that using modules in teaching and process is effective although sometimes the units/topics are disorderly arranged.

### **INTRODUCTION**

. Sandrock (2006: 136) said that Globalizing forces will shape the context in which English will be learned and used in the 21st century. Based on that statement above, people were demanded to be able to master English. The reason why people have to learn English, because English used in every field in the world, such as one of them was for communicating with foreigners. English is very important for human’s needs and as a result today it was

widely taught in formal school start from kindergarten to university level.

English becomes one of the compulsory subjects that have to be learnt in every level of formal education. In teaching English in every level of formal education has its own curriculum. The curriculum helped both the teachers and the students in understanding and learning English. It was also as the teachers’ guidance in teaching English.

Teaching English involves some components such as students, materials, teacher and curriculum. In which in the teaching English, the students have to master some English skills. They are reading, Listening, Speaking, writing, while the components involved grammar and vocabulary. Those skills and components were packed in a curriculum. And here the teacher packed these skills in variety materials that support the students to study those skills

According to Hornby (1985), "Curriculum is an educational program which states the educational purpose of the program". It meant that any educational programs need to have a curriculum. English Teachers act as someone who teaches English to the students based on the institution's curriculum. While the students, they act as those who learn English based on the curriculum.

In the curriculum, the teachers use some technique and method to teach English. The purpose is to make the process of teaching and learning becomes more effective and interesting, the teachers use specific textbook consists of some modules. A module was a unit in a textbook which contains a lot of tasks, including language skills and language components (Yunus,2001: 15). The language skills consist of Reading, Listening, Writing, and Speaking. The Language components were the grammar and vocabulary. Those entire contents of the module had

been related with the themes in the curriculum and every unit consists of several lessons. In each lesson there were exercises to develop the students' language skill.

Another explanation about module is a unit of education covering a single unit (Yunus: 2001). It meant that a module was a unit of many materials that are prepared by the teacher to make the teaching and learning process more effective and systematic for a certain subject, like English. Actually, there were some problems concerning that, such as the themes in the modules were not suitable with the school's curriculum. Then the materials in the modules also were not suitable with the students' grade. It could be concluded that the materials were too difficult for them. Moreover, the materials given based on the modules; they were not tested in the Final National Examination. For example, after the researcher did the first preliminary observation in that school, it was found that in the English module of "Effective English" by Tiga serangkai consist too much narrative text or story, dialogue and "English on sky" by Tiga serangkai consists too much recount text about Biography. Although those materials were proposed for teaching English, but it was better if the materials were correlated to the curriculum. On the contrary, it was found in the modules and it could be said that the materials in the modules did not correlate with the curriculum. Whereas it made the modules were not proportional enough.

Based on the background of the study above, there were are problems of discussion as follow: 1. How are the module of English on sky and Effective English by Tiga Serangkai correlated with the curriculum in teaching English of the third grade students of SMP Negeri 10 Kota Cirebon?, 2. How are the modules of English on sky and Effective English by Tiga Serangkai used on the third grade students of SMP Negeri 10 Kota Cirebon in teaching English learning process?

### **Methodology**

In this phase, the researcher discusses about the location of the research, the sample, the data collection, the data validation and data analysis. Descriptive qualitative was used in this research, because the data in this research were in the form of written or oral words. There was no calculation and no hypothesis. The researcher collected the data dealing with the research questions of this research. This is in lined with Moleong's statement (2004:03) which reads that:

“Descriptive qualitative is procedure of a research to get descriptive data which are in written or in oral form of the respondents”.

Moleong (2007:53) states that population is all members of well defined class of people, events, or object. Actually, the populations of this research were the English module itself and the English teachers of the third grade student of SMPN 10 Kota

Cirebon. The English teachers in that school were four, so that the researcher took all of the teachers as the object of the research; it was because the population was less than one hundred. Actually the sample of this research were the modules and because there were only four English teachers in SMPN 10 Kota Cirebon; it shown that population was less than one hundred, so all the English teachers were taken as the sample. Arikunto (1997:117) states that” Sample is a part of population which is supposed to represent the characteristics of the population.” The sample represented population as sufficiently as possible because it resulted data generated to population

In taking the sample, the Purposive sampling technique was used because this research was meant to get the answers for the research problems through the samples. The relevant information was needed to analyze, it was about the sources which made the modules were not suitable with the curriculum. The sample had been taken from the module and the English teachers as the main object of the research.

The data was collected by observing the English modules entitled English on Sky and Effective English by Tiga Serangkai. Then the interview held toward the teachers and the last step uses questionnaires distribution for them. These data collection had been done to find out how the modules correlated with the curriculum or not.

Then to figure out how were the modules used in teaching learning process and the last the teachers' perception about of the modules.

Then, the collected data were analyzed by making written description. These techniques were scrutinized as follows:

### 1. Observation

According to Nurgiantoro (2001:57)"observation technique is used to obtain data from sources in the form of phenomenon, place or location, or drawing record". It indicated that by doing observation to the English modules, the researcher could get the data from the source. It was done to find how the modules were coherence with the curriculum. Then she wrote down everything for completing the data.. After that the interviews and questionnaires had gained to the teachers. It was to get the complete data about the sources that made the modules were not suitable with the curriculum.

### 2. Interview

To get further information, interviews with the teachers had been done, The purpose of this research was to find out the cause that made the modules were not correlated with the curriculum. An interview according to Arikunto (1997:154) is "In qualitative data collection, it is a very important tool to gain depth information".

It denoted that an interview was one of the tools in the qualitative data collection that was used to gain the data or information from the object of the research. It is used to complement the first data gained; here it was used to complete the data from the observation.

### 3. Questionnaire

To collect more data regarding to the problems, the English teachers had given a questionnaire. The questionnaire consists of ten open-ended questions. The questionnaire was given to the four English teachers of SMP N 10 Kota Cirebon in order to get the information about how the module was suitable with the curriculum also to find the sources of that problem.

To get the Data validation, triangulation was used by the researcher. It is a technique of checking the data validity using different things out of those data, on behalf of data verification (Moleong, 2004:178).

Denzin in Moleong (2004:330) differentiated four kinds of triangulation as the technique to examine the data they were by uses source, method, investigator and theory. Here the researcher used method of the data collection as the way to examine the validity.

The researcher had been collecting the same data or information using different techniques (observation, interview and questionnaire) then checked the truth of the data or

information gained from those techniques above.

Afterwards, the conclusion was taken by comparing the data that were obtained from the three different techniques of data collection above and concluding that data to have stronger validity. After the entire data were taken, those had been compared, by cross-checked the result of the observation, interview and questionnaires. After that, the researcher concluded which the data that have stronger validity and therefore valid to be taken for the conclusion of the research.

### **Discussion and Findings**

The discussion is divided into two sections: results and discussions. The first section displays the units in the chosen modules. Meanwhile, the second highlights on the relevance between the modules and the skills which are demanded by the curriculum. In addition, this chapter will also discuss how the modules used in the class and the last discussion will be describe about the teacher's perception about the modules in terms of the relevance of their contents to the curriculum.

#### **1. The Relevance of the Contents of the contents of the English on Sky module to the 2013 curriculum**

Grayson in Yunus (1978:75) states that the curriculum is a planning that is done to get the expected outcomes in a study. This planning is

arranged structurally. So it can provide the guidance and instruction to develop the strategy of study. It means that curriculum is a set of plan, purpose, content of program, lesson matter and method that is used to carry out the activity of teaching and learning.

The discussion of this section will be about how far the contents of this book meet the standard of competences required by 2013 curriculum (See table Units available in English on Sky 3 and match them to 4.1.1.3: Skills Demanded by 2013 Curriculum). Based on the results above, it can be seen that the contents of the module (English on Sky 3) meet the standard of competences as required by the curriculum. In the scope of listening skill, it is underlined that the students should be able to understand meaning in transactional conversation and simple interpersonal talk, capable of understanding functional oral text and short monologue in the form of procedure and report, be able to understand meaning in conversation and the last is understanding meaning in the oral text in the form of narrative and report in terms of daily activities. By learning and then matching the contents of this module (listening), it can be understood that they are relevance to the 2006 curriculum.

This time, the researcher will highlights on the relevance of the contents (in terms of speaking). In the unit 1: 'Slice the Onion, Please', the parts which are dealt with speaking skill are giving instruction, expressing and

asking for certainty, expressing and responding to doubt. In the unit 1 are relevance with the curriculum (point 1.2 ) is responding meaning contained in transactional talk ( to get things done) and interpersonal (socialization) accurately, fluently and to interact in daily life: asking and giving certainty, expressing and responding of doubt. The unit 2 of this book is entitled 'Animal reports', in this unit, the parts in the speaking skill goes under the discussions on how to tell about pets to other. In this case, the students are asked to report about it to the class. And In the unit 2 are not relevance with the curriculum. Then, in the unit 3 of this book entitled "Discovering Plants". Dealing with the speaking skill, in this unit, the students is first asked to have a discussion in groups on the given 3 questions in the Part D (page 76): to give opinion of why people plant trees on their yard, to mention any places in the world without trees and to illustrate them. In this part D, the students are also asked to tell 'if they were tree, what tree they would like to be'. In which it is suitable with the third competences in the curriculum. Where in the curriculum, the students have to master the standard competence of speaking, is they have to able to express meaning in transactional conversation and simple interpersonal talk to for daily interaction. And then to support this discussion, it can see the curriculum in speaking skill at each point.

Further, on page 79, the students are given task to retell the structures of

a flowering plant. Still on the case of speaking skill, page 83 of this unit (Part C) discusses "telling some news". This time, the students are asked to arrange the jumbled dialog then to have practice with a partner. Then, in page 90, under the subtitle "On your own: An interview" students are asked to have practice as if they are radio broadcasters having an interview with an orange grower. The speaking practice is continued on the exercise on page 91, which is pair work on dialogue about "Fruits". Those are topic related with the curriculum of speaking that expressing meaning in short monologue accurately for daily interaction in the narrative and report text. Based on that point of Speaking skill in the curriculum.

## **2. The relevance of the Contents of Effective English modules to the 2013 curriculum.**

The curriculum of English Language for the third grade students of SMPN 10 Kota Cirebon has two components of English Language Curriculum such as: The Standard competence and the Basic competence. The standard competence (in a curriculum) consists of Listening, Speaking, Reading, and Writing. And for the Basic competence consists of indicator, discussion topic, the class and time activity, and scoring. The Lessons must include of some subjects: grammar, vocabulary, reading, writing, and listening subject.

So far, it has been discussed the relevance of the English on the Sky. The discussion now has turned to

another module entitled Effective English which is written by Sugeng HS and published by “PT Tiga Serangkai”. To begin with, the book consists of six units. They are as follows:

- Unit 1: Nature
- Unit 2: Mass Media
- Unit 3: Technology
- Unit 4: Arts
- Unit 5: Sports
- Unit 6: Public Services

There are two reviews among these six units. The first is given after unit 3 and the second is after unit 6. The discussion will be about the relevance of the contents of units including listening, speaking, reading and writing skill to the curriculum 2013.

As written above, the listening the aim of Lesson 1 in the unit 1 in term of listening and speaking skill is that the students are hoped to be able to respond to expressions and questions about certainty and is relevant to the basic competence as conveyed in the curriculum. Meanwhile, in term of reading and writing, this lesson is aimed to make the students to understand, find to write a descriptive paragraph. The topic discussed in this unit is written in the 2013 curriculum but this unit 1 does not tell about how to tell “doubt” as explained in the curriculum.

After comprehending the module, there are some basic competences which are not discussed in the module and there are also found the materials which are not demanded by the curriculum. The unfulfilled reading

and writing basic competences on this module are the topic about short functional text (announcement, advertisement and SMS), text procedure, text report and narrative text. Meanwhile, in the case of listening and speaking, the missing materials deal with the topic “express and showing politeness”.

### **3. The module used in teaching English learning process**

According to Soengeng (2005:3), a module as a unit in a textbook contains a lot of tasks and assessments. The contents of the module emphasized in the mastery of communicative competence as the main objective of the module. It made the students enable to communicate in English. The modules included the principle of learning by doing and referring to the curriculum. Because the module provided students with materials and activities for maximum practice. It meant that the students would have opportunity to practice English for communication.

This part answers the second question of this research that is about how the modules used in teaching and learning process are. Questionnaire and interview were given to some English teachers to investigate it. The writer distributed open ended questionnaire to five respondents and all of them returned the questionnaire. Because the number of English teachers at SMPN 10 Kota Cirebon is only five persons, the writer took them all as the participant of the research. All of them all experienced English teachers. The

writer stated that they are experienced English teachers because they have been teaching English for at least 29 years in SMPN 10 Kota Cirebon.

### **Conclusion**

1. The modules are not 100% fulfilled the criteria as demanded by 2013 curriculum. However, the content of English on the Sky and Effective English published by Tiga serangkai still are not relevance with the Curriculum because in each unit and topics in the module found different in Standard competence and Basic competence in the Curriculum.

2. In the teaching and learning, the use of modules is adjusted with the order of basic competences required by the curriculum and also the time allocation. Both modules above are not the only handbooks which are used in the teaching and learning process.

3. The teachers find that using modules in teaching and process is effective although sometimes the units/topics are disorderly arranged.

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