

Developing E-book Batang Heaven of Asia as Descriptive Text Teaching Material

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Abstract

Technology in this era as a friend for human. It can be good or bad depending on the user. Now almost of all generation prefer the practical thing to use in their life, included in learning process. Both of teachers and students prefer to have an effective and efficient learning process. The researcher use the situation to conduct research and development. The research “Developing E- book “Batang Heaven of Asia” as Descriptive Text Teaching Materials” was the utilization of technology in learning process. The e-book can help the teachers and the students as learning source. The research answered two questions (1) How is the need of developing e-book “Heaven of Asia” as descriptive text teaching materials? (2) How is developing e-book “Batang Heaven of Asia” as descriptive text teaching materials? The development procedures that used in this research was PPE from Richey and Klein 2005 . Those procedures were planning, production, and evaluation. In planning, the researcher distributed the questionnaire to get teachers’ and students’ needs. From the data result, the researcher analyzed the data and designed the product based on teachers’ and students’ needs. The process of producing this e-book, the researcher observed the tourism destination before writing the text. The title of e-book was Let’s Explore Batang. It contained the basic standard and learning goals, the materials, the texts, worksheet and glossary. This RND arrange e-book as descriptive text teaching material based on description of tourism destination in Batang Regency. This e-book was not only the texts but there were some pictures of the destination described. The e-book validated by some experts, they were English lecturers and English teacher.

Keywords: e-book, RND, needs analysis, materials

Abstrak

Teknologi saat ini menjadi teman bagi manusia. Teknologi dapat menjadi baik atau buruk bergantung bagaimana pengguna. Sekarang hampir semua generasi lebih memilih hal praktis untuk digunakan dalam kehidupan sehari-hari, termasuk dalam pembelajaran. Baik guru maupun siswa lebih memilih untuk mempunyai pembelajaran yang efektif dan efisien. Peneliti memanfaatkan keadaan ini untuk melakukan penelitian pengembangan. Penelitian “Pengembangan E-book Batang Heaven of Asia sebagai bahan ajar teks deskriptif” merupakan contoh pemanfaatan teknologi dalam proses pembelajaran. E-book tersebut dapat digunakan oleh guru dan siswa sebagai sumber belajar.

Penelitian ini menjawab 2 pertanyaan (1) Bagaimana kebutuhan pengembangan e-book Batang Heaven of Asia sebagai bahan ajar teks deskriptif, dan (2) Bagaimana proses pengembangan e-book Batang Heaven of Asia sebagai bahan ajar teks deskriptif. Prosedur pengembangan yang digunakan dalam penelitian ini yaitu “PPE” dari Richey and Klein 2005. Prosedur tersebut meliputi perencanaan, produksi, dan evaluasi. Pada tahap perencanaan, peneliti membagikan kuesioner kepada guru dan siswa untuk mengetahui kebutuhan mereka dalam proses pembelajaran. Dari data yang diperoleh, peneliti menganalisis data dan mendesain produk berdasarkan kebutuhan guru dan siswa. Dalam proses pembuatan produk, peneliti mengamati objek wisata terlebih dahulu sebelum menulis teks. E-book yang dikembangkan berjudul “Let’s Explore Batang”. E-book tersebut berisi kompetensi dasar dan tujuan pembelajaran, materi, teks, lembar kerja, dan glosarium. Penelitian pengembangan ini menyusun e-book sebagai bahan ajar teks deskriptif berdasarkan deskripsi objek wisata di Kabupaten Batang. E-book ini

tidak hanya berisi teks tetapi juga dilengkapi dengan gambar-gambar dari objek wisata yang dideskripsikan. E-book ini juga telah divalidasi oleh beberapa ahli, yaitu Dosen Bahasa Inggris dan Guru Bahasa Inggris.

Kata kunci: *e-book, penelitian pengembangan, analisa kebutuhan, bahan ajar*

INTRODUCTION

Indonesia has implemented the character education. In the implementation, the practices of foreign language teaching particularly English which commonly pay less attention to local culture. In fact, the practices of English classroom in Indonesia are always accompanied by the insertion of foreign cultural values, such as in some text books the content of material is about a tourism destination in another country. Meanwhile, Indonesia has many tourism destination.

Curriculum is an important thing in Indonesia educational system because it has a role as guidance to the teachers in learning process. Based on UU No 20 Year 2003, about National Educational System, curriculum is a set of planning and setting about purposes, contents, materials, and methods that used as guidance for implementation of learning process to reach the goals of national education.

Nowadays, Indonesia implements Curriculum of 2013. This curriculum is developed and implemented by focussing the future generation of Indonesian to be able to think critically, communicate broadly, has tolerant and responsible. Beside that, the implementation of 2013 Curriculum has purposes to prepare the future generation become productive, creative, innovative, and has good character. In this curriculum, the teachers can also be as creative as possible. The teachers can be flexible to plan the approach and the materials.

In English subject, there are four skills that should be mastered by the students, they are listening, speaking, reading and writing. Writing is productive

skill, so the students who are learning writing should learn how to find ideas and express the ideas in form of writing. In producing writing products, especially texts, students have to follow the writing steps. According to Harmer (2004:4-6), there are four basic writing stages, planing, drafting, revising, and editing. The product of writing are short functional text such as letters, invitations, greeting cards, and text monologue such as descriptive text.

Anderson and Anderson (2003:33) defined that descriptive text is a text that describes particular person, place or things. Descriptive text tells about subject by describing its feature without including personal opinion. In conclusion, descriptive text is designed specially to describe about a person, a place or things based on the fact.

Batang is a regency in Central Java, a regency where has many tourism object can be explored. In educational aspect, according to reference of data at Kemendikbud, Batang has 743 schools, are divided into 581 elementary schools, 106 junior high schools, 27 senior high schools and 29 vocational high schools. The data shows that the distribution of education in this regency is good. The curriculum that is used by the schools is integrated curriculum to build students' character. Based on the integrated curriculum, the schools should add the local culture in a classroom. The topic tourism in Batang can be an alternative as teaching materials in teaching writing of descriptive text. The new materials is needed in a learning process, so the teachers and the students not just only learn from a text book.

Textbook is viewed as a resource as it

contains a set of materials and activities available to the teacher from which one can choose (Cortazzi and Jin, 1999:196). In teaching writing descriptive text probably that most of teachers still use a textbook as a teaching materials. The reasons for teachers still use textbook are many, depending on the design and focus of the curriculum, the mandates of the administration, or the level of expertise on the part of classroom teachers.

As a teacher, it is important to remember that a textbook is just a tool in teaching. As good as the textbooks may appear on the surface, textbooks have some limitations. There are some of the most common weaknesses of textbooks, such as the textbook is designed as a the sole of information, it is old or outdated, textbook doesnot take students' background knowledge into account, reading level of the textbook is too difficult.

Then, to solve the problems above are the teachers should provide students with lot of information sources in order to the students not only see one perspective on a concept or issue. The teachers also should discover what students know about a topic prior, and design the lesson based on that knowledge. Developing e-book, can be one alternative in a classroom. Most students prefer to choose practical, simple, and modern thing. The textbooks may be heavy, but an e-book can be accessed by students' smartphone or laptop. It will be more interesting to them. Thee-book with the topic tourism in Batang Regency facilitates the students about information in their region. The visual of the e-book and their experiences when visit one or some tourism that described can stimulate them in understanding the materials and writing a descriptive text.

METHODOLOGY

Methodology The research uses development model Type1by Richey and Klein. Based on Richey and Klein

(2005:24-25) Type 1 developmental studies focus on given instructional product, program, process, or tool. Typically Type 1 studies address not only product design and and development, but evaluation as well. The studies may validate a particular design or development technique or tool.

The development model Type 1 by Richey and Klein is PPE model. It is divided into three stages, they are :

1. Planning. In this step, it is included activity to make a plan of the product to spesific goal. The planning is started from needs analysis that done by a research or literature study. The needs analysis is related to the usage of an e- book as teaching materials in teaching writing descriptive text. After get the result, the researcher try to design the product based on the needs analysis.
2. Production is an acitivity to make a product based on the plan. In this stage, included to produce the media (e-book) and the materials (descriptive texts).
3. Evaluation is an activity to test, to assess how appropriate the product by the expert judgement. By evaluating the product, the strengthness and the weaknessess of the product will be known in order to the product will be usable, more appropriate and effective.

The data collection instrument is needed to collect the data. This research uses following instruments to collect data:

1. Questionnaire, by distributing the questionnaire the researcher knew the students' need about the development of e-book "Batang Heaven of Asia" in teaching descriptive texts. The questionnaire contained needs analysis about the need of materials development in teaching writing descriptive text. The researcher distributed the needs analysis for the students. The type of questionnaire is learning needs analysis by Hutchinson and Waters.
2. Documentation was used as data collection instrument from the

observation and the experts which related to suggestions, and validation stage.

3. Field note was used to write some of informations during the research and this instrument supported the data of the research.

The method that used to explain the result of data is descriptive qualitative method. Because of that, this research is based on the result of needs analysis from the respondents. These are the steps to analyze the result of the needs analysis:

- a. Collect the result of the questionnaire of needs analysis as data about the needs of the materials development.
- b. Make group the data result of questionnaire
- c. Identify the needs of the materials development of writing descriptive text based on the data.
- d. Describe the data result to answer the problems.

The data result of the development product will be analyzed by descriptive qualitative. The data from the needs analysis become an attachment and notes in developing materials in the form of description of the products, comments, notes, and suggestions.

FINDING(S) AND DISCUSSION

The data in this research was taken from the questionnaire of teachers' and students' need analysis. The researcher distributed the questionnaire to teachers and students in order to find the two perspectives; teachers' perspective and students' perspective. The questionnaire was distributed in MANU 01 Banyuputih via google form.

Teachers' Needs Analysis

In part of analyzing teachers' need, the researcher looked for some informations by distributing the questionnaire. The questionnaire consists of 15 statements. The result was important for the next stage

of development stage.

The questionnaire was distributed to English teachers in MANU 01 Banyuputih, there are 2 English teachers, they are Mr. Hanief Kurnia and Mrs. Maghfirotul Hardikaningrum. The questionnaire was divided into 5 indicators. The teachers gave their opinion about the development of e-book as media as follows:

The first indicator was about teaching writing to EFL students, from number 1 to 3. Statement number 1 was about the difficulties of teaching writing class. Both of Mr. Hanif and Mrs. Dika agreed that writing class is not easy to be learnt by the students. Then for statement number 2, it was about the students' competence in writing English. They stated that the students got difficulties in writing English. The statement number 3, it was about the idea to give simulant to the students in writing. Mr. Hanief stated that he agreed to give simulant in the form of English texts by using e-book, while Mrs. Dika hesitated to the idea.

The second indicator was about e-book as media of learning English. The fourth statement stated about the experience of using e-book; Mr. Hanief claimed that he used e-book in his teaching activities, meanwhile Mrs. Dika never use e-book in teaching process. The fifth statement is about the condition of writing class after using e-book as learning source. Mr. Hanief agreed if writing class will be more fun, effective, and efficient by using e-book as Mrs. Dika hesitated about that.

Next, the third indicator was about e-book format. Statement number 6 stated about the total page of an e-book, the researcher gave idea if the e-book would contain no more 20 pages. The teachers agreed that the e-book should be no more than 20 pages. The statement number 7 asked about the idea that English material about tourism destination would be more interesting, both of the teachers stated that they agreed about the idea. While the statement number 8 about the topic local

tourism destination could affect the students' writing skill. Mr. Hanief and Mrs. Dika stated that they agreed about the statement.

The ninth statement stated about the e-book should be completed by the pictures to make it is more interesting. Both of teachers stated that the picture in e-book could make the students interested and it could affect the students' writing skill. The tenth statement clarified about if the difficult words in the e-book completed by the translation like glossaries would make the students easier to understand the material, and they agreed to attach the unfamiliar words or difficult words in glossary. Furthermore, the statement number 11 stated if there is the task sheet could improve the students' writing skill., the teachers believed about the statement by practicing to write, the students can improve their writing skill.

Next, the fourth indicator was about the teachers' perception about the students' writing skill expectation after reading e-book. The statement number 12 was about the use of e-book could make the teachers easier to teach both of writing and reading skills, the statement were agreed by both of the teachers if they will be easier to teach writing and reading by using an e-book. After that, the statement number 13 was about the use of e-book could make the students master writing and reading at same time.

The fourteenth statement stated that by reading the e-book could inspire the students, so they get the ideas and understand how to write using English. The teachers, Mr. Hanief and Mrs. Dika claimed that by reading an e-book their students can imagine and have ideas to write using English. The last indicator was about the need of developing e-book Batang Heaven of Asia. The statement contained the need of the product development, both of English teachers in MANU 01 Banyuputih agreed that the product development is needed for English

learning process.

Students' Needs Analysis

Students were required to give their opinion about the need of product development. The researcher distributed the questionnaire to two classes; X IPS and X Bahasa. There are 32 students at X IPS whereas X Bahasa has 28 students. The total is 60 students who answer the questionnaire. There are 15 statements that should be answered by the students. The researcher can inform the result as follows: (1) The students stated that English learning process is fun. (2) The students stated that writing using English is easy. (3) The students are interested to improve their writing skill. (4) They agreed that the use of e-book is more efficient and effective. (5) They agreed that the use of e-book as learning source will be fun. (6) The students claimed that reading e-book which have more than 20 pages is boring. (7) They claimed that the e-book which completed by the pictures is interesting to be read. (8) They agreed that they always give more attention to unfamiliar words. (9) The students stated that they agreed if there is glossaries for the unfamiliar words. (10) The students are interested to read e-book about tourism destination. (11) They claimed that the material about descriptive text will be easier if the topic is about tourism destination. (12) They stated that the topic about tourism destination in Batang Regency as English material is an interesting topic. (13) They agreed that if there is task sheet can make them to improve their writing skill. (14) They claimed that after reading e-book, they will get inspiration to write by using English. (15) They were agree that the researcher should develop of e-book about descriptive text, especially the topic is tourism destination in Batang Regency.

Development Stage

Planning

Before producing the e-book, there were many things that should be prepared by the researcher. The first thing that should be

prepared was the material. The researcher adopted and designed the material about descriptive text. Some materials such as definition, language features, and generic structures used expert' theory and some books, then for the examples was written by the researcher. The whole texts about description of tourism destination in Batang Regency at the e-book were written by the researcher.

The second thing that should prepare was the pictures that used for supporting the texts. The researcher took the pictures by visiting each tourism destination in Batang Regency. It was done around 2 months to explore tourism destination in Batang Regency. By visiting the place to take the pictures, the researcher got some informations about the place described. The pictures edited by the researcher to make them more interesting and aesthetic. The good pictures expressed the tourism destination that described.

Next, the thing that should be prepared by the researcher was the worksheet or task. The researcher designed three tasks consisted of group task, individual task, and pair task. The task arranged systematically. The task designed as evaluation to know students' understanding in descriptive text teaching material and to know the improvement of the students' writing skill.

Then, the researcher should be prepared the glossary. It is used for the students' reference if they will meet the unfamiliar or difficult words. The glossary contained the words in the descriptive text of tourism destination in Batang Regency. It placed at the end of e-book. The researcher translated the words into Indonesian language.

Production

After planning the product, the researcher producted the product (e-book). The e-book arranged systematically, it was consisted by cover, table of contents, basic competences and learning goals, material of

descriptive text, the description of tourism destination in Batang Regency, the tasks, and the glossary. The e-book was given title by the researcher "Let's Explore Batang".

The first step in production stage was designing the cover of e-book. Before writing the material about descriptive text, the researcher defined the basic standards and the learning goals. It was aimed to get appropriate materials. The next was about descriptive text material included definition, social function, generic structure, language features and the example of descriptive text. The materials were adapted by the theory of Rudy Hartono. Some materials were designed by the researcher. They were the materials : The materials such as the definition, social function, generic structures and language features were adoption material. They were taken from inayatulkinzie.wordpress.com. This kind of materials used expert's material because that was certain material. The researcher designed the example by using the sentences that were in the descriptive texts at e-book that created to make the students easier in understanding descriptive text material. They can look the example in the text. The material was also completed by the example of descriptive text.

Then the descriptive texts about tourism destination in Batang Regency was written by the researcher. There were 10 descriptions about tourism destination in Batang Regency. They were Pagilaran Tea Garden, Sri Gunung, Gombong Waterfall, Ujung Negoro Beach, Sikembang Park, Celong Beach, Sigembok Hill Top, Jodo Beach, Limpung Town Square, and Karang Maheso Beach. The researcher chose them because they are the most popular destination in Batang Regency.

After writing the texts, the researcher designed the tasks. The tasks were focused on writing skill. They were group task, individual task and pair task.

The last was arranging the glossary. The

glossary contained the words in the descriptive texts. It arranged alphabetically to make easier if the teachers, students or readers look for the unfamiliar words or the words that they donot know. The researcher attached the unfamiliar verbs, adjectives, nouns, and adverbials.

Evaluation

In the process of making e-book "Let's Explore Batang", the researcher involved some experts as validator such as the lecturers and English teacher. There were 3 validators to evaluate this e-book. The lecturers were Mrs. Inayatul Ulya and Mrs. Rizka Hayati, an English teacher was Mr. Hanif Kurniawan. The details as follow :

Mrs. Inayatul Ulya

Mrs. Ina commented that the size of pictures is less big, and the color is not bright enough. She suggested that the acknowledgement should be added, the cover should be more eye catching, and give the landmark of teak leaf as icon of Batang Regency. The validator asked the researcher to pay more attention to identification/pharagraph 1, she stated that the topic sentence should contain subject and controlling idea, as example: *Pagilaran is a comfortable tea plantae.*

She added that in each topic sentence should have adjective, as example "comfortable" to help in developing ideas. Then all sentences should describe "comfortable". Next was in each text, differentiate the part of identification and description in order to make easier students' understanding. She also suggested to give bold the adjectives and italic for the verbs 1, to help the students identify the adjectives and simple present tense.

Mrs. Rizka Hayati

Mrs. Rizka commented that the prototype of e-book is good enough. Although there were some grammatical errors or the use of incorrect vocabularies, but the content of e-book was good enough. She noted the grammatical structures, for the content she assessed that the e-book's content was complete, the design like font and pictures

was good.

Mr. Hanif Kurniawan

Mr. Hanif argued that the product is interesting, beside creative and inovative, the materials that presented is simple enough and easy to be understood by the students. The pictures of each place/destination is used to get the students' interest, beside of that it can be used to increase the popularity of local tourism destination.

Next was about the content, he stated that the content is appropriate enough, the sentence structure is good enough but for the diction and grammar should be given more attention, but overall is good. He suggested to the researcher to develop another material.

CONCLUSION(S)

1. The development of e-book as descriptive text teaching materials includes the definition, social function, language features, the descriptive texts about tourism destination in Batang Regency, worksheet, and glossary.
2. The expert validation for the development of product such as the design of e-book, learning materials and worksheet have been very well designed due to the needs.

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