

## DEVELOPMENT OF *BASIC ANALYSIS OF PROSE* COURSEBOOK CONTAINING CRITICAL THEORIES AT A STATE UNIVERSITY IN KARAWANG

**Kriswanda Krishnapatria\***

English Studies Study Program, Universitas Padjadjaran  
kriswanda.krishnapatria@unpad.ac.id

To cite this article: Krishnapatria, K. (2018). Development of *basic analysis of prose* coursebook containing critical theories at a state university in Karawang. *ELT in Focus*, 1(2), 1-7.

### Abstract

Given the importance of the role of textbooks in the process of knowledge transfer, it is necessary to develop literary coursebooks that subtly contain critical theories in order to produce better quality resources in changing attitudes and actions of readers. This research used a simplified Research and Development method that only covered three main stages: (1) preliminary study, (2) product formulation and development, and (3) product validation and dissemination. In addition, this study focused on coursebooks containing critical theories for English Education students of 6<sup>th</sup> Semester on Basic Analysis of Prose course at State University of Singaperbangsa Karawang. The coursebook as the development product for Basic Analysis of Prose in English Language Education Program at State University in Karawang has a total average analysis of validation results and small group testing above 80%, so it can be categorized as valid and feasible.

**Keywords:** *coursebook development, critical theories, research and development*

### INTRODUCTION

To date, there are still many learners, especially college students, who think that literary learning has not been successful, in the sense that it has not produced something as expected (Sudikan, 2009: 18). If it is associated with the purpose of learning literature at the university level, it seems that there is still a gap between the expected target and the realization that has been achieved. The purpose of literary learning as contained in the curriculum (*Permendiknas Number 22 of 2006: 318*) is that students are able to enjoy and utilize literary works to broaden their horizons, refine character, and improve their knowledge and language skills.

In relation to the main objectives above, it seems that there are still many students who have not been able to properly enjoy and utilize literature. One of these conditions is caused by the incompatibility of teaching materials given during the lecture process. This can then result in the inability

of students to understand literary works, especially English literature, and the lack of interest of students in literary works. When Djojuroto (2006: 76) says that literary works have not become the primary needs of society, it could be true; although in fact literary works can play a role in the process of changing society (Djojuroto 2006: 87).

Many parties cornered lecturers as the main cause of the learning stagnation of literature (Endraswara 2002: 59-60). To much surprise, there are actually many factors that are suspected of being the root cause of the impossibility of learning literature, starting from the environment, learning and assessment models, lecturer competencies, until the curriculum (Suhianto, 2009: 1). However, from these various factors, teaching materials are by all means important components that must be

considered and prepared so that learning can go as expected (Tuloli 1996: 1).

Quality teaching materials are those that have a component of content where the material can be used to answer students' problems in achieving learning goals (Ministry of National Education, 2006). Most lecturers tend to use textbooks from publishers as teaching material in class. This is indeed not wrong, but keep in mind that the content or material in the textbook from the publisher is not necessarily in accordance with the environmental conditions and students' needs. In addition, the use of foreign languages that are too high in textbooks is sometimes complained by students in understanding their contents (Astuti, et al., 2012). Therefore, in addition to textbooks, coursebooks can be an ideal alternative teaching material in lectures.

Generally speaking, coursebooks have several characteristics or characteristics such as: (1) using a systematic structure and content sequence, (2) explaining instructional objectives to be achieved, (3) motivating students to learn, (4) anticipating student learning difficulties so that they provide guidance for students to study the material, (5) providing sufficient training for students, (6) providing a summary, (7) generally oriented to individual students, (8) usually teaching materials are "independent" or self-regulated (Suhardjono, 2012; Suhardjono, 2008).

In relation to prose study coursebooks in English literature, it would be acceptable to refer to Semi (2002: 138-139) who explains that coursebooks with literary material must fulfill five conditions, namely (1) valid to achieve learning objectives, (2) meaningful and beneficial in terms of the needs of students, (3) attracting and stimulating interest, (4) within the limits of intellectual readability, (5) in the form of intact literature, not in part. Santosa (2008: 138) in other words and in more detail revealed that the selection of teaching material, among others, is determined by the author's intelligence, in which the theme is interesting, the language is simple and

poetic, and it contains a lot of information, resourceful in meaning/messagez, and gave entertainment.

The existence of learning objectives that must be achieved by students has encouraged lecturers to develop coursebooks in accordance with lecture materials (Yusnita et al., 2011). Coursebooks will be more meaningful if the material contains contextual content and is in the everyday environment of students. Therefore, the teaching materials developed in this study are coursebooks in the Basic Analysis of Prose course containing critical theories.

## **METHOD**

This research used Research and Development design. This is related to the general purpose of research, namely to produce a product in the form of coursebook at a State University in Karawang along with the development techniques in the subject of Basic Analysis of Prose through the development and validation of educational products. According to Gall et al. (2003: 569), Educational Research and Development (R & D) is a process to produce and validate educational products.

Conceptually the method of research and development includes ten general steps (Gall et al. 2003: 569). The steps are (1) *research and information collecting*, namely literature study, observation, and preparation; (2) *planning*, namely determining the objectives to be achieved; (3) *develop preliminary form of product*, namely developing the form of the beginning of the product at each stage; (4) *preliminary field testing*, which is the initial field test in a limited scale; (5) *main product revision*, namely improvement of the initial product; (6) *main field testing*, which is the main trial; (7) *operational product revision*, namely improvement and refinement of the main trials; (8) *operational field testing*, which is a validation test of operational products that have been produced; (9) *final product revision*, which is the final improvement on the product that has been developed; and (10)

*dissemination and implementation*, which is disseminating the products developed.

Gall et al. (2003: 569-575) suggest limiting research on a small scale, including the possibility to limit the pace of research. Therefore, in this research, steps are simplified and grouped, from ten steps into only three main stages, namely (1) preliminary study, (2) product formulation and development, and (3) product validation and dissemination.

There were two activities carried out at the preliminary study phase, which was the stage before making product design. First, conduct a study of fictional works that will be published in coursebooks. Second, conduct literary receptions on experts and writers regarding the criteria for teaching prose material in Higher Education. Based on the theoretical study and results of the study of the fictional works, the next step was carrying out the needs analysis of critical theory-filled prose criteria as coursebook material at Singaperbangsa Karawang University and coursebook development techniques in *Basic Analysis of Prose* course. Furthermore, the product assessment instrument was also developed to measure the quality of the products produced.

After the prototype and instrument were finished, then the expert test was carried out. The product packaged in the form of textbooks for reviewing the poem was submitted to literary teaching experts for quality assessment/testing. Based on the results of the evaluation, the product was then refined. The next step was validation and dissemination. The product dissemination stage was carried out by (1) writing it in the form of scientific articles and submitting it to national/accredited scientific journals, (2) presenting it in scientific meetings in other cities/regions, and (3) publishing it in the form of textbooks.

This research was conducted at the University of Singaperbangsa Karawang, with research subjects of English Language Education students in semester 6. Thus, the location and research subjects were determined by purposive sampling, namely

sampling with certain considerations (Sugiyono 2006: 300). The method used is three kinds, namely descriptive method, evaluative method, and experimental method. Descriptive methods are used to collect data about existing conditions, evaluative methods are used to evaluate the trial process of developing a product, and the experimental method is used to test the reliability of the products produced (Sukmadinata 2009: 167). Product designs that have been evaluated by experts are tried on research subjects who are treated as representatives of prospective users. From the experiment, the level of product acceptance will be known. In the final stage of development, an experimental method was also used to measure product acceptance that had been revised on a broader scale.

Data analysis in the study of coursebook development was carried out in qualitative descriptive and quantitative ways (Haryati, 2012). Qualitative descriptive analysis is used to process data from the responses of experts who assess the textbook to be made. the qualitative descriptive analysis technique is carried out by grouping information from qualitative data in the form of responses, criticisms, and suggestions for improvement from material expert validation, expert validation of teaching material development (media), and small group trials. Quantitative descriptive analysis is used to process scores from the validation sheet. The validity presentation of textbooks made is calculated using the formula:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Where:

P = validity percentage

$\sum x$  = the total score of the overall answer per item

$\sum x_i$  = the maximum number of scores per item

100% = konstanta/constants

Giving meaning and making decisions about the product quality of this

coursebook refers to Table 1 about the criteria for the validity level outlined below:

Table 1. *Coursebook Revision Decision Making*

Achievement level	Category	Test Decision
81—100	Valid	No need to be revised
61—80	Valid Enough	Little revision
41—60	Less Valid	Need revision
21—40	Very Less Valid	Really Need revision
0—20	Invalid	Really Need revision

(Adapted from Ridwan, 2010; Millah, et al., 2012)

## FINDINGS & DISCUSSION

Quantitative data from the validation results are obtained from the questionnaire

scores given by the validators. Table 2 is a summary of the results of the material expert validation.

Table 2. *Summary of Validation Results by Material Validator*

No.	Aspect	Average Result Score/ Maximum score	P (%)	Category	Test Decision
1.	Content Feasibility	32/40	80,00	Valid	No revision
2.	Presentation Feasibility	34/40	85,00	Valid	No revision
3.	Language Feasibility	36/44	81,81	Valid	Little revision
<b>Analysis Total Average</b>			<b>82,26</b>	<b>Valid</b>	<b>No revision</b>

Based on the results of the textbook validation analysis, Table 2 shows that the percentage value (P) of the feasibility aspect of the book’s content reaches 82.26% (valid). The feasibility aspect of book presentation has a percentage of 85.00% (valid), while in the

feasibility aspect of the book language’s percentage is 81.81% (valid). Overall the average percentage of the results of the material expert validation analysis reached 82.26%. This value can be categorized as valid and does not need to be revised.

Table 3. *Summary of Results Test for Students Readability*

No.	Aspect	Result Score/ Total Maximum score	P (%)	Category	Keputusan Uji
1	Graphics	49/60	81,66	Valid	No revision
2	Presentation	51/60	85,00	Valid	No revision
3	Book Content	47/55	85,45	Valid	No revision
4	Language	34/40	85,00	Valid	No revision
<b>Analysis Total Average</b>			<b>84,27</b>	<b>Valid</b>	<b>No revision</b>

Table 3 explains that overall the percentage (P) of the average total analysis reached 84.27%. This value is in the valid category, and it was decided not to revise it. Based on Table 3, it also stated that the P value in each aspect tested reached more than 81%; the percentage of book graphic aspects reached 81.66% (valid); book presentation aspect

85.00% (valid); the contents of the book material 85.45% (valid); while the linguistic aspect of the book is 85.00% (valid).

The results of the validation and small group trials are in the form of responses and suggestions for the coursebook. Qualitative data from the small group validators and students are shown in Table 4 below.

Table 4. *Recapitulation of Results Data Validation from Expert Team and Small Group*

No.	Validator	Comments
1.	Material Expert	<ul style="list-style-type: none"> <li>a) The selection of images used is not much</li> <li>b) The writing aspects such as the spelling of letters that are lacking in a sentence must be corrected</li> <li>d) It is recommended to use images with the author's personal source or legal sources</li> <li>e) Increase references related to similar studies</li> <li>f) The questions used for evaluation should be made to stimulate students' critical thinking skills at a tiered level</li> </ul>
2.	Small Group	<ul style="list-style-type: none"> <li>a) The colors on the covers and layouts tend to be plain</li> <li>b) The layout for image captions is less consistent</li> <li>c) The way to deliver material needs to be more communicative</li> <li>d) Because the material tends to be difficult, better add more information, pictures, and so on to make it more interesting</li> <li>e) The contents of the book must prioritize the learning objectives</li> <li>f) The contents of the book need to add more factual and contemporary examples</li> <li>g) The use of spaces and fonts of both size and type is very essential and needs to be improved due to its small size</li> </ul>

## DISCUSSION

Coursebooks are books used by lecturers as a reference source in implementing the learning process for students (PPS UB, 2011; Ngadimun 2013). According to Suhardjono (2008), there are three ways that lecturers can use in developing coursebooks, namely repackaging information, writing themselves, and reordering. Coursebooks can also come from research reports (we often call them research-based coursebooks). Efforts to be able to make research-based coursebooks are the author must first conduct research and report the results of his/her research.

In general, the results of the validation of teaching books were obtained from material expert validators, and small group trials were categorized as feasible and good. This can be seen from the total analysis average of each validator and small group trial. The average of validation analysis total by the material expert validator was 82.26% and included in the valid category. While the total analysis average of the small group trial was included in the valid category with a value of 84.27%. In general, the actual test decisions for coursebooks that were developed both in terms of material,

media, and small group trials were no need revision.

The aspect of content feasibility only has a percentage of 80%; even though the value is quite large, it is still below 81%, so this aspect is categorized as valid enough with little revision. The validator team said that one of the causes of this was due to the lack of consistency of the author in presenting the contents of the book. For these reasons the presentation of coursebooks has been revised according to suggestions and criticisms from material expert validators.

The coursebook product entitled *Basic Analysis of Prose* received several suggestions and responses to be used in learning activities. Following is a more detailed description of this. 1) For college students who become the target/readers of this book (English Language Education Study Program, ), this coursebook should be used as literature in understanding lecture material in the *Basic Analysis of Prose* course, especially in the application of prose intrinsic elements in English literary works, so the objectives of the lecture can be achieved. 2) For students and lecturers in general, this coursebook is equipped with basic analysis

techniques based on critical theories platform so that in addition to being a literature, this coursebook can be used as a basis for conducting practice or research related to the contents of prose. This book is also equipped with evaluations so that this can be a guide for lecturers in teaching and allows lecturers to provide additional assignments in the form of practice questions and self-regulated learning to students.

The resulting coursebook was developed in English Language Education

Study Program at a State University in Karawang in *Basic Analysis of Prose* course and did not rule out the possibility to be developed again on a broader scale. Therefore, things that need to be considered include (1) the scale for disseminating coursebooks must be broader and not only in the local Study Program at Universitas Singaperbangsa Karawang and (2) coursebooks that have been revised and trialled would be better if they can be published through an official institution or formal publisher.



**Figure 1.** *The coursebook developed by the author(s) in this research*

Products in the form of coursebooks can be further developed. Therefore, it is necessary to consider a number of suggestions regarding this matter, namely (1) Borg & Gall (1983) developed ten stages in developing the R&D model, while the development of this book was carried out only until stage five, which is main product revision. Further development should be completely carried out in all ten stages of Borg & Gall's up to the last stage of dissemination, and (2) this research-based coursebook is supported by the stages and results of the author's research. Further development can be done by exploring other

research to complement the content of coursebooks.

## **CONCLUSION**

The coursebook for the study of prose developed has been feasible, good, and valid, and therefore it can be applied in learning *Basic Analysis of Prose* course in Bachelor's Degree of English Language Education at a State University in Karawang . In prior, the coursebook has been successfully field-tested and claimed satisfactory result. Despite the requirement for minor revision in terms of text and images, the book still has potential to be further developed.

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