

Developing English Grammar Textbook for the Students of General English Course (GEC) at Mahesa Institute Pare

Andini Septama Sari
University of Islam Malang, Indonesia
E-mail address: andiniseptama@gmail.com

Abstract

The study was Research and Development (R&D) in which the main purpose is to develop educational product, in this term is textbook. The researcher conducted several steps to develop an appropriate English grammar textbook. The procedures are; (1) needs analysis and needs assessment as reference study (2) materials development (3) expert validation (4) revision (5) try out (6) final product. The data of the study were collected through the observation questionnaire, interview and expert validation checklist.

Based on data of need analysis which was followed by 20 students who filled the questionnaire, students of GEC at Mahesa Institute conveyed that grammar is the most difficult material in learning English. Also, the existing textbook does not appropriate. It was because the content of the textbook was not relevant to students' needs. To cope with this problem, the researcher developed English grammar textbook based on their need. The results of need assessment become the basis of how the researcher composed the grammar textbook.

Then the findings of the study indicated that the developed material was appropriate. The product fulfills students' need in general. The result of the tryout proves that the product makes the students more interested in English and they became more motivated in learning English grammar.

Keywords: developing material, textbook, basic grammar

The development of learning theories is now inevitable. The theories have been rapidly developed in order to overcome some learning problems. The learning theories development, especially in language learning theories has been widely related with other subject such as psychology. The psychology is one aspect that supports the development of learning process. Psychological aspect which is combined with the learning theories provides more alternative solutions for the teachers to do their job well in class activities. It is supported by Lightbown and Spada (1996, p.1) who stated that learning a language is an amazing feat-one which has attracted the attention of linguists and psychologist for generation.

In formal schools, the process of learning language includes the materials has been designed and provided by the government in order to reach the goal in language classes. As the curriculum guidelines, teachers are guided and directed to teach right away. It is reasonably accepted that the government through teachers hope the students all around this country will be able to achieve the best. In non-formal

schools, such as private schools, the same thing happens. They have to follow the curriculum made by the government. Teachers are also hoped to do as well as teachers in formal schools. Therefore, the non-formal schools are able to achieve as well as the other formal schools does.

However, some differences are found in courses which provide the same materials. It's because they do not have any official guidelines from the government. In courses, the teaching-learning process is delivered with the regulations made by the course itself. They have already had curriculum and syllabus which based on the programs they offer.

One of the very popular non-formal schools in Indonesia can be found in Kampung Inggris Pare, Kediri – East Java. The name of Kampung Inggris literally means English Village. It is called English village because the village provides hundreds English courses. Thus, for those who feel that it is not enough to just study English in formal school and wants to study more intensively, you could come to Kampong Inggris Pare.

One of the English courses provided in Kampung Inggris Pare and that the researcher has observed is Mahesa Institute. Mahesa Institute Pare provides varies programs. There are Speaking, Translation, TOEFL, Vocabulary, and Grammar, Short Holiday, as well as Family Course program, and General English Course (GEC). Each class has different goals to achieve. The process of teaching and learning is based on their own syllabus.

One of the best programs in Mahesa Institute is General English Courses (GEC). It is provided for the students who want to learn English intensively start from the very basic level in general. The program is for four months and staged monthly. GEC 1 is for the students' first month during their study in Mahesa Institute, GEC 2 is for their second month, the stage for the third month is GEC 3 and the last stage is GEC 4 for the last month of their study duration.

It is generally known that the aim of teaching English is mastering four basic skills, including listening, speaking, reading and writing. The students are expected to master those four skills in order to be able to communicate in the target language well. In the process of teaching learning, teacher should fulfill the component of language such grammatical structure, vocabulary, spelling and pronunciation. Therefore, grammar is important to learn since grammar is including in the basic skill of communicating. In fact, students usually feel struggle in studying grammar, many students find it difficult to comprehend the structure and the use of grammar in communication.

On the needs analysis phase, the researcher conducted an interview to the subject specialist. It is found out that most of the students have difficulties in mastering grammar. The teacher emphasize that the students of GEC must master grammar especially the basic grammar materials in GEC 1. It studies mostly and basically about tenses. The other materials like part of speech, sentence and information question are aimed at supporting the tenses material. This basic grammar in GEC 1 is very important in order to knowing and mastering another material provided in other GEC stages. In GEC 2, students will learn about passive voice, in GEC 3 students will get a pretest about tenses since they are going to learn about

conditional sentence, modal, and subjunctive. Also, in GEC 4 students will learn about gerund and non-phrase. Hence, the students have to master grammar for GEC 1 very well for the next successful learning in the next stages.

In the fact, students get difficulties in leaning grammar, especially basic grammar in GEC 1 about tenses. It has so many formulas and it is not easy to memorize them. The existing textbook has no exercises for students to do both in the classroom and outside the teaching and learning process. The design is not interesting because it is printed in black and white color only. It is also hard to learn it without the tutor explanation. Therefor the new product or developed grammar textbook is much needed.

Elturki (2013) stated that grammar is often considered one of the more difficult aspects of a foreign language to master. It would be impossible to learn language effectively without knowing the grammar because grammar helps the learners to identify grammatical forms. Having a good grammar system of a language, learners are helped to deliver their ideas, messages and feelings either to listeners or readers.

The other common problem of learning and teaching grammar is that there are only few interesting activities applied (Artyani, Linggar and Sofwan, 2014). In fact, teacher's book as well as student's book had given unsupported material for them. They did not give interactive approach to reach an interesting way of conducting grammar.

In line with the statement above, the students of GEC program of Mahesa Institute Pare express the same ideas. From the questionnaire spread out for them, it is revealed that they want the current book to be upgraded and developed either its content or its design. They want the new book has more sentence of example in each material, has interesting design and layout, and has the availability of the exercises to train their ability.

Thornbury (2006, p.127) stated that there are a lot of arguments in favor of didactic materials or textbook: they relieve the teacher of having to do copious preparation; they are a stimulus to language production; they provide immersion-like language exposure; they allow learners to continue studying outside class time; they provide variety and entertainment, thereby engaging and motivating the learners. The variety also caters for different individual learning styles.

By those facts, throughout this research, the researcher will attempt to solve the problem in GEC 1 program concerning about grammar textbook that they have already owned. It is really hoped that the developed textbook can fulfill the students need as the main target of user as well as the expectation of Mahesa Institute Pare.

Method

Research Design. The design of this research was the Research and Development (R&D). Latif (2011) states that research and development is a research design aimed at developing educational product, such as curriculum, syllabus, textbooks, instructional media, modules, assessment etc. The research step started from the problems found by the teachers in his/her material of the textbook. This research

designed to develop an English grammar textbook to solve the problem faced by the students in classroom.

Research Procedure. The procedure of the development was classified in to several steps, these are; (1) needs analysis and needs assessment as reference study (2) materials development (3) expert validation (4) revision (5) try out (6) final product.

Need Analysis. The researcher intends to obtain information in conducting need analysis as much as possible about the actual needs of the students and the teachers for the materials and to provide essential information required to develop the instructional materials which going to be improved.

The subjects in need are the students and subject specialist or the teacher of the General English Course 1 of Mahesa Institute Pare. The students are considered as the beginner or the basic level of English learners, the target of the material development.

The researcher used interview guide to investigate the teacher's point of view related to the problems in the classroom. As subject specialist who has been teaching in Mahesa Institute for 14 years, Khoirul Ibad stated in interview session that the majority of the students have high motivation towards studying English. They also have good confidence so they are really brave in performing behind the class. The problem is, the students are not easily mastering grammar that has been taught. He assumed that the students might not practice what they have learnt individually after the class. He expected that the textbook has more activities for students to exercise individually after the class is ended.

Later on, the questionnaire was used by the researcher to identify students' thoughts. It consists of 10 multiple choices and 5 open ended questions. It was distributed to 20 students. The questions are addressed to investigate whether or not the students have problem with the teaching media used by the teacher during teaching and learning process. The students are given 20 minutes to fill the questionnaire at their convenience. See appendix 1 for more detail sights.

The data which are gathered from questionnaire and interview in the need survey are analyzed to describe the actual need in the target situation. The questionnaire data from the students is calculated in percentage and those from the subject specialists in interview section are described in qualitative way. The data from needs survey is used as the basis for the materials development.

Developing Materials. In developing the materials, the researcher begins with designing competency, and then arranging topic order, designing the content of the chapter, designing the cover, and the last one is finishing.

Expert Validation. The expert validator gives measurement about the product developed rationally related with the product. The expert validator aimed to know whether the product based on the criteria of successful measurement or not. Product validating is also needed to get the best quality assurance. Hence, the researcher should validate the product to the expert.

Some expert would be selected to be asked for their comments and judgments in this phase. Experts were from different expertise. The first is Kgs M Rizky Alditra Utama, S.Kom. He is a graphic designer. He was inquired to validate the English

textbook in the term of graphical design including the structure of cover, layout, illustration and so forth. He has been working in this field for approximately 5 years. He has expertise in book design, cover and layout design. He would give comments related to the physical design of the textbook.

The second expert's initial is Mar'atul Chusnia , S.Pd.I. She is an English tutor at Kampung Inggris Pare who has been teaching over 6 years. Her expertise is in English grammar. She teaches several courses such as grammar, conversation, as well as reading. She would be in charge of validating the grammatical aspects of the product. The third expert is Burhanudin Syaiful, M.Ed. and he is also an English lecturer. He has been teaching for approximately 15 years. His expertise is in grammar subject.

The selected experts fill in the validation checklist questionnaires as the instrument of expert validation and they only give a tick (√) in the provided columns. The column represents degree of judgment range from *Poor, Fair, Good*.

The questionnaires form contains 10 variables to validate the first draft. These variables are design of the product, the task, topic, content, grammar review and the activity as well as the appropriateness to the grammar syllabus of Mahesa Institute in Kampung Inggris Pare.

A validation form is used as the second instrument to collect the experts' judgment on the materials. The experts validate the materials in terms of the content of language. The data from the experts are analyzed and also described qualitatively.

The data that was gathered from questionnaire, discussion and consultation in the expert judgments were analyzed to describe evaluations, comments and suggestions of the experts on the developed materials.

Try Out and Revision. After the English textbook had been validated to the experts, the revised textbook then was ready to be tried out. The tried out was done in a small scale. Its objective was intended to find the strength and the weakness of the textbook through its implementation in the classroom. It was also intended to know the applicability and practicability of the product.

The try out was done in December 27, 2018. There were 20 students involved. Firstly, the researcher coordinates with one of the assigned teacher in arranging the schedule for trying out the product. After the schedule is agreed, the researcher and the related teacher enter one of GEC class. There were 20 students in it. The students would be involved in the textbook evaluation.

The last instrument is the Textbook Evaluation Form. It is used for the try out which was conducted in order to know the product's practicality, effectiveness of the materials. The draft of product (developed English grammar book) is distributed to the students and the teacher teaches with that book. After the teaching and learning process is done, the researcher spread out the form for students to fill. It aimed to obtain the students' thoughts related to the developed book.

The data from questionnaire in the trying out were analyzed descriptively to describe the applicability in terms of effectiveness, usefulness, and attractiveness of the developed materials and it is used to make revision.

The feedbacks or judgments from the students become recommendation to revise the product. Any information in the form of critics and suggestions would be very well noted by the researcher to develop a better textbook.

The Final Product. Final product is the last step of the development procedures. The researcher needed to recheck the product until the researcher believed that the product could be published perfectly. After the textbook was validated by the experts, tried out was administered and revision was done, eventually the textbook can be considered as a final product. It is ready to be applied in the classroom as guidance textbook in learning English grammar.

Results

The Results of Need Analysis. This point revealed some information input regarding to the need from teacher and also students. The need analysis was conducted to have more understanding on how the product needs to be created. From the data of questionnaire, the researcher got information that the students were very interested in learning English. They realized that English was very important in this era. So, the students were very enthusiastic. But the existence book was not relevant with their need. To increase their interest, the researcher designed developing English grammar material regarding to their needs and wish on the material. The material also developed appropriately based on their English mastery level.

The Results of Interview with the Teacher. From the interview process, it is found out that most of the students have difficulties in mastering grammar. The teacher emphasize that the students of GEC must master grammar especially the basic grammar materials in GEC 1. It studies mostly and basically about tenses. The other materials like *part of speech*, *sentence and information question* are aimed at supporting the tenses material. This basic grammar in GEC 1 is very important in order to knowing and mastering another material provided in other GEC stages.

Result of Need Analysis Questionnaire. The questionnaire was closed-ended questionnaire for students. The questionnaire consisted of several questions related to the students' need. It concern ten points of the guideline, as follows:

1	Students' view about English	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Important	20	17 Students	85%
b	Important	20	3 Students	15%
c	Less Important	20	-	0%
d	Not Important	20	-	0%
2	Students' interest towards English	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Like	20	8 Students	40%
b	Like	20	12 Students	60%
c	Less Like	20	-	0%
d	Not Like	20	-	0%

3	Students' motivation in learning English	Respondent (N)	Frequency (f)	Percentage (%)
a	Very High	20	14 Students	70%
B	High	20	4 Students	20%
c	Normal	20	2 Students	10%
d	Low	20	-	0%
4	Students' difficulty in learning English	Respondent (N)	Frequency (f)	Percentage (%)
a	Listening	20	6 Students	30%
b	Writing	20	-	0%
c	Reading	20	2 Students	10%
d	Speaking	20	-	0%
	Grammar	20	12 Students	60%
5	Students' understanding about English	Respondent (N)	Frequency (f)	Percentage (%)
	Very Good	20	-	0%
	Good	20	15 Students	75%
	Normal	20	5 Students	25%
	Bad	20	-	0%
6	Students' view about English Grammar Difficulty	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Difficult	20	1 Students	5%
b	Difficult	20	13 Students	65%
c	Normal	20	6 Students	30%
d	Not Difficult	20	-	0%
7	Students' English Grammar ability	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Good	20	-	0%
b	Good	20	1 Students	5%
c	Normal	20	15 Students	75%
d	Bad	20	4 Students	20%
8	Students' view about English Grammar book	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Good	20	-	0%
b	Good	20	1 Students	5%
c	Normal	20	15 Students	75%
d	Bad	20	4 Students	20%

9	English Grammar book's easiness to understand	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Difficult	20	-	0%
b	Difficult	20	1 Students	5%
c	Normal	20	14 Students	70%
d	Easy	20	5 Students	25%

10	Students' view about English Grammar book design	Respondent (N)	Frequency (f)	Percentage (%)
a	Very Interesting	20	-	0%
b	Interesting	20	1 Students	5%
c	Normal	20	15 Students	75%
d	Not Interesting	20	4 Students	20%

From the table above, the result of the need analysis to the developed material, it implied that the existing textbook must be developed by the researcher for General English Course students to help their problem in learning English grammar. The development based on the students need and wants that the researcher has conducted.

The tutor stated about the students' interest in learning English grammar. Most of students realized that mastering English was necessary to be used in daily communication successfully. They have high motivation and confidence towards learning English. Based on the phenomenon, most of students were enthusiastic in every material of English subject.

When the researcher planned to develop English grammar textbook which appropriate with students' need, the teacher agreed and supported the researchers' planning. The teacher also hoped that developing materials could fulfill students' need on English grammar materials and motivated them to be more active in learning English especially in grammar skill. The teacher further proposed that the materials were suitable for each student that came from different background and it was also relevant with students' need. The materials were also provided attractively and it gave activities well to lead students to practice English grammar. The researcher also supplied comprehensible materials in order the materials were easy to be understood by students.

The Developed Material. The final product of this study is an English grammar textbook. Different from the previous book, the developed textbook for students of General English Course (GEC) program at Mahesa Institute Pare would be more applicable and proper prior to students' need in learning English. It provides more interesting design, more examples of each material, and exercise for students to do outside the teaching learning process.

In line with the syllabus of Mahesa Institute Pare, the textbook is designed for twenty meetings. The materials are to achieve the expected competencies of graduates. It is focused on grammar for GEC 1 since it is the most basic yet very

important as well for the students to master. Those materials are *part of speech, pronoun, verbs, sentence, informational question, and tenses*.

Result of Expert Validator. Firstly, when the researcher finished the draft of the product, the researcher consults to the expert for asking whether the developed materials were valid or less to be applied to the students. The expert's opinions, comments, correction, and suggestions were necessary for revision in order to make the draft better. Before that, the researcher supplied check list and suggestion form as instrument to evaluate and validate the product.

The Result of the Product Try Out. This point explained the practicality of the try out, the student's appropriateness of the product, and the instructional appropriateness of the product based on try out to students of GEC.

Practicality. After the researcher conduct the product try out, here the researcher found the appropriateness of the implementation English grammar material. Most of students claimed that the developed material was good. The developed material has covered the students' need. They are satisfied with the developed material that has already been tried out.

Students Appropriateness. Generally, the students gave positive response for the student's appropriateness of the product's aspect. The language used in the developed product harmonizes with the student's level of language.

Instructional appropriateness. The instructional appropriateness of the developed product does not need to be revised. Students understand how to practice the activity individually by reading the instruction. Most of the students gave good opinion of the developed product.

Final Product. After the researcher conducted the tryout and collected the data from the questionnaire, the researcher did the second revision of the weakness of the product. This revision was done by the researcher based on the result of questionnaire to students. The product still had the weakness such as mistyping and misspelling. Overall, the students showed positive attitudes toward of the use the developed materials. They confessed that they enjoyed the teaching and learning process and they would like to use the developed material during inside and outside of the class time.

Final product was the last step of this research of the developing English grammar materials which were completely revised, arranged, and designed based on expert validation and try out result. So, the materials were completely developed.

After analysing the students opinions in the questionnaires, the researcher revised the product and discussed it to the expert one more time. After those step above were done. The final product was ready applied in the class as a developing book in teching and learning english subject. Textbook was generally designed for students of General English Course (GEC) at Mahesa Institute Pare.

Conclusions and Suggestions

Conclusions. The final product of this study is an English grammar textbook. Different from the previous book, the developed textbook for students of General

English Course (GEC) program at Mahesa Institute Pare is more applicable and proper prior to students' need in learning English. It provides more interesting design, more examples of each material, and exercise for students to do outside the teaching learning process.

In line with the syllabus of Mahesa Institute Pare, the textbook is designed for twenty meetings. The materials are to achieve the expected competencies of graduates. It is focused on grammar for GEC 1 since it is the most basic yet very important as well for the students to master. Those materials are *part of speech, pronoun, verbs, sentence, informational question, and tenses*.

In short, the researcher found that the students have good response of the developed book. They have motivation to learn English grammar. They are interested in learning English grammar because the book is helpful and offer activities to practice their grammar skill. The students feel more confident to show their ability. Besides, the cover of the book is more colourful and it consists of some activities and exercises. It is very valuable because the students have more chance to develop their grammar ability and practice their skill better than before. After the developer carried out the study, the researcher gave some recommendations related to the research findings and discussion. As mentioned before, this product is revealing two aspects as theoretical and practical aspect of the writing material with process based. In this part, the researcher proposes some recommendations. There are three recommendations to use this book such as how to use the book, how to develop the book further and how to disseminate the book.

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How to Use the Book. Unlike the other textbook, the developed English grammar textbook has its own way to use the book. This textbook consists of twenty units, they are *part of speech, pronoun, verbs, sentence, informational question, and tenses*. This book is completed by book map that makes the students and also teacher easier to use the book. There are some points on this textbook they are basic competence that came from syllabus, learning objective from students' need. Each unit in this book explains about the grammar focus which is focus about the main point that contains clear explanation about grammar topics, followed by exercises for students to practice.

How to Develop the Book Further. In this part, the researcher explained some of recommendations in this development study. There are three main points of recommendation to develop the book further, they are for the English teacher, the English courses, and the last is for next researcher.

For the English Teachers. The teacher should use this product since the first meetings of grammar class to make the students get used to pour their ideas on their mind into paper with no hesitation. The teachers should use various brainstorming

activity and guiding methods so the students will not be bored and make them loss their motivation to keep learning and practicing the grammar. The teacher also need to conduct a need analysis in order to know what students need and interest based on the textbook and the way of teaching.

The English Courses. Regarding the curriculum and syllabus that every course has already had, it is important to do an analysis for curriculum and syllabus toward students' need and interest. Selecting the appropriate material and suitable workbook will be contributed on the institution moreover for the students to gain their achievement better. English grammar textbook that has been developed is already to use in the teaching and learning process, and the researcher believe that this new textbook is suitable to use and students will gain their achievement in grammar better. Hopefully, it would be a little contribution for the English courses and as a guidance of grammar textbook.

For the Next Material Developers. For the next developer may develop the material in ICT based, because ICT is a technology which can be used as a media to catch students interest in learning grammar.

How to Disseminate the Book. It is important for the researcher to complete several steps before disseminate the book. In this case, the book needs to arise good quality in education especially in teaching and learning. The first steps is developer need validate the developing the book to the expert; the expert could be anyone but they must have enough education background and experience in education with specific expertise, the points that need to be validated to the expert validator are the content of the book, the language usage of the book, the presentation of the book and also the graphic of the book and etc. After the expert has judge and giving some comments and suggestions for the education product, the next step is trying out it in the education field. Try-out product means that the researcher find out the information whether or not the product has matched based on students' need and interest. After having both validations from the expert judgment and try-out product, the developer continued on final revision for reduce and repair the content that inappropriate and unsuitable. Finally the book may publish or disseminate to public.

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