

DEVELOPING ENGLISH TEXTBOOK FOR FIRST GRADE STUDENTS IN ELEMENTARY SCHOOL

Eka Shintia Hardiyanti
University of Islam Malang
E-mail address: echaa_shintia@yahoo.com

Abstract

The availability of inappropriate English textbook for the first grade of elementary school students became the main problem for the students and the teachers teaching in elementary school. The existing elementary books for the first grade of elementary school students were considered too difficult for the students and it made the students not interested in learning English. This study is conducted to develop an English textbook for the first-grade students of SDN Pamaroh 1 Pamekasan. The research involves the students of the first grade of elementary school, English teacher and three experts. The development is based on the result of a need survey that shows the unavailability of the standard competence and basic competence in English for the first grade of elementary school students in SDN Pamaroh 1 Pamekasan. The procedure of the study is involving some ways: conducting a need survey, developing materials, experts validation, revising, trying out the materials, revising and getting the final product. The instruments in the need analysis consist of questionnaires, an interview guide, and field notes. The data from the students is calculated in percentages and those from the English teacher and from the field notes are described in a qualitative way. The data from the need survey is used as the basis for the materials development. A validation form is used to collect the expert's judgment on the materials. The experts validate the materials in terms of the content of language and the textbook's design. The data from the experts are analyzed and described qualitatively. The try out is conducted to know the product's practicality and the effectiveness of the materials. The subject is the students of the first grade of elementary school students. The final product is in the form of a textbook. There were instructions and some interesting features related to the topic in every section. It makes the teaching and learning process easy and fun.

Keywords: English textbook, first grade of elementary school students.

Now, Indonesia has a new curriculum that is the curriculum 2013. Different from KTSP, in this curriculum, an English lesson is categorized as an additional subject (muatan local). However, English will not be examined in the final examination. Further, teaching-learning must be interesting.

Although English has been placed as one of an additional subject, it is very important to teach English since it is helpful for students when they learn English in junior high school. The Decree of Ministry of Education and Culture R.I/No.0487/4/1992, chapter

VIII (in Sabilah, 2004) states that an elementary school can include an extra lesson in its curriculum as long as they are not in contradiction with the objectives of national education.

Rixon (in Sabilah: 2004) states that students between the ages of about 5 years old to 12 years old are categorized into young learners. Young learners have their own special characteristics that differentiate them from adult learners. According to Scoot and Ytreberg (2000), the characteristics of young learners are: (1) talking about what they are doing. (2) telling about what they have done and heard. (3) arguing for something. (4) playing activities. (5) using logical reasoning. (6) using their imagination, and (7) telling the differences between fact and fiction.

Teaching English in elementary school is not an easy as the researcher knows because the young learners do not have an idea the reason for learning English. They may not even understand what it means to learn a language or why they are learning the language. Besides, the researcher knows that teaching English to young learners at an elementary school is different from adults. The teachers have to understand the characteristics of young learners and have to manage the classroom.

Then, the English teacher is not only required to be able to teach well but also to be able to design the materials of teaching-learning English appropriately. Besides, they should know what to consider in design teaching-learning materials in order that materials given to the students are appropriate for the students development in relation to languages. Therefore, material for language teaching is one of the important things for learners success in mastery English. It is very important to pay attention to give materials that appropriate with students condition and students need.

Based on the need analysis through the distribution of the questionnaire for students, the researcher found that almost all of the students like to learn English. They actually need English and want to be able to master English even though they still have many difficulties in learning English. It is caused their lack of vocabularies.

Focusing on the students' learning motivation, it was found that 40% of the students' motivation was in the medium level, and 40% was in the high level, and the rest was inadequate level. In other words, the students had good motivation for learning English. In addition, even though they had good motivation in learning English, they actually felt that English is very difficult to learn.

To talk about their activities in practicing their English, it was found that more than half of the students used their English rarely. It was found that 40% of the students never practiced their English. And the rest, 13% of the students, often practiced their English.

From the result of the questionnaires, the researcher also found that the students' opinion toward the existing English textbook. They felt that they got difficulties in learning English using the existing book. It was seen that 80% of the students felt very difficult and difficult, 13% felt moderate and 10% felt easy.

Related to the development of the textbook, the students agreed if there is a book using pictures which they are able to find easily in their daily life, and also a book which uses colored pictures. It was seen that almost 80% of the students agreed. In addition, they think that it helps them understand the lesson very easily.

According to the teacher's opinion, the English teacher said that she uses student's worksheet (LKS) in teaching English subject. The material of student's worksheet used has many grammar exercises. The pictures of the book were black and white. In other words, they were not colorful and not eye-catching. In addition, they were not authentic since the objects of the pictures were not the real subjects. She also said that most of the students have difficulties in pronunciation because they lack vocabulary, the students should be taught vocabularies word by word until they pronounce correctly. She argued that she never give fun activities such as game and song because of limited time. Thus, make the students felt bored and not interested in the teaching and learning process even though they like to learn English.

Focusing on the book which was going to be developed by the researcher, the teacher very supported and agreed. The teacher also suggested the researcher develop the textbook related to the students' daily life and environment. The teacher said that it is a good idea if the book developed uses colored pictures.

In addition, the teacher explained that she still uses Curriculum 2013 as guidance in teaching English for her students, but she does not have a good and suitable book or material to be taught to her students because most of the book used is in general. The teacher hopes that developed English textbook is simple but it is able to cover the students' need and also the basic competence which should be mastered by the first-grade students of elementary school.

The researcher believes that developing an English textbook can improve students' skill in English. Furthermore, this study focuses on material development of English for the first grade students in SDN Pamaroh 1 Pamekasan which is located in a rural area. The vision of the school is excellent in learning achievement and global insight based on faith and piety. It is one of elementary school which introduces English from the first grade to sixth grade even though English as an extracurricular. However, English should also be taught in the school as the basis when they are going to the next level.

In addition, Puspita (2014) The impact of using the English materials have given the students a good chance to learn English independently, to train their speaking ability, and to help them improve their vocabulary.

Another research by Wahyuni, and Raja & Hasan (2014) resulted in developing supplementary vocabulary material for young learners. They conducted their research on account of the vocabulary learning material. The limited time is given by the government and each school for the students that caused the students to lack the vocabulary to communicate as one of the considerations of conducting the research. Therefore, they produced

supplementary vocabulary material on the basis of the assumption that the supplementary material is suitable for the students' needs and interest and, therefore, can help the students in learning vocabulary.

Finally, based on the early observation at school from the students and the English teacher, the researcher develops an English Textbook for the first-grade student in SDN Pamaroh 1 Pamekasan.

Method

The procedures of developing an English textbook in this study based on the adaptation steps from the Borg and Gall Model. This study was designed into six stages. There were needs analysis, planning, material development, expert validation, revision and trying out the product. The final product of this research is an English textbook for first-grade students in SDN Pamaroh 1 Pamekasan.

Subject

The subject of this research was first-grade students of SDN Pamaroh 1 Pamekasan. It consists of 15 students.

Need analysis

The data of need analysis covered information about students' perception in English lesson and also to solve the problems the students faced that was collected using questionnaires, and interview the English teacher.

The question of the students covered some criteria; those are about the students' response toward English generally, the students' motivation in learning English, the students' difficulties in learning English, the students' frequency in practicing English, the students' preference in learning English, the teacher frequency in teaching English using game and song, also the students' frequency in memorizing English vocabularies.

From the result of questionnaires, it can be concluded that the students preferred like the design of their book are interesting, they preferred the materials presented in colorful pictures, it would motivate them in learning English easier. Besides that, most of them want the topic and material easy to be found in their daily life, the methods in teaching and learning process are fun.

According to the teacher's interview and field notes, the book was not completed with the competency standard and basic competency. The pictures of the book were black and white. In other words, they were not colorful and not eye-catching. In addition, they were not authentic since the objects of the pictures were not the real subjects. Moreover, the activities of learning English were monotonous. The teacher never gave fun activities such as game and song which make the students interested in learning English. It is caused a limited time. The teacher also found difficulties in teaching English because some of the students do not have self awareness to learn English by themselves. They always wait for the teacher. The students also have a lack of vocabularies mastery. Therefore, the teacher told the students what is going to be learned in the next meeting and also she asked the students to practice and memorize the vocabularies which the students have learned. In addition, the teacher explained that she still uses curriculum 2013 as guidance in teaching English for her students, but she doesn't have a good and suitable book or material to be taught to her students because most of the book used is in general. The teacher hopes that developed English textbook is simple but it is able to cover the students' need and also the basic competence which should be mastered by the first-grade students of elementary school.

Material Development

The next procedure in this study was developing an English textbook for first-grade students of an elementary school in SDN Pamaroh 1 Pamekasan. In this step, the researcher constructs the map of the materials. The map contains topics, vocabulary focus, English skill focus,

activities, and characteristic value. The topics are based on the students' need from the result of need analysis and from the content of the standard curriculum for elementary school students. Then, based on the map of the materials collected, when the material is already gathered, the researcher administers to select the appropriate ones. The appropriateness of the materials is based on the need analysis and the existing curriculum.

To develop the materials, Hyland (2003) administers five ways. They are: 1) Selecting: it consists of gathering material from many sources; 2) Adding or deleting: it deals with adding supplementing or extending what the source offers with extra color, the natural picture, or omitting repetitive, irrelevant, potential, unhelpful or difficult items; 3) Modifying: it concerns with rewriting examples, activities, or explanations to improve relevance, impact or clarity; 4) Simplifying: it focuses on rewriting to reduce the difficulty of task, explanations, or instructions; and 5) Reordering; it is in parallel with changing the sequence of topics or activities to fit more coherently with the goals.

Expert Validation

After the researcher has already made the book, she asked some experts to validate. It is done to know the quality of the product, appropriateness, applicability, usefulness, effectiveness, and attractiveness of the product, and to help improve the quality of the product. The instrument used in expert validation was a questionnaire.

There will be three experts who are asked to validate the material. Two experts are the experts to validate the contents and the other one for the design of the book. The experts validate the materials in terms of the language, contents, the design of the book and general evaluation about the material.

Product Try-Out

Try-out of the product is needed in order to know the quality of the product, appropriateness, applicability, usefulness, effectiveness, and attractiveness of the product to the users. It is

done by trying out in the classroom. This product was tried out to the first-grade students of SDN Pamaroh 1 Pamekasan. There consists of 15 students. Data from trying out stage was analyzed by calculating the percentage of each answer on the questionnaire.

Result

The Result of Developing Product

There are ten chapters in the developed material. Those are: good morning, my name is Dina, things in our bag, my notebook is purple, my clothes, my family, parts of the body, there is a cow in the farm, and I like mango. Each chapter presents some pictures which the students have already known or the pictures easily found by the students in their daily life. The content of the book is integrated into the four skill: listening, speaking, reading and writing. There is also a part for students in playing a game and singing a song. Besides, this book is using a larger font in writing. This book also offered simple grammar with simple presenting for students, it will make the students easier in learning English material.

To know the students' achievement in learning English, the researcher gave direct practicing activities. The activities were mentioning names of animal, parts of the body, fruit, and things in a school bag by using a piece of pictures which the researcher prepared before. Besides, the researcher asks the students to practice conversations in the textbook, playing a game and singing a song.

The Result of Expert Validation

After the researcher had already developed the supplementary English textbook for the first-grade students, she needed to validate it to the experts. The researcher needed some suggestions and validations in order that developed material was able to be applied to the students. There were three experts who validated the developed material. Two experts will validate the contents and the last one is to validate the design of the developed English

material. The experts filled the validation checklist questionnaire as the instrument of the expert validation by giving a tick (✓) in the provided columns. The columns represented the degree of judgment range; poor, fair and good. From the checklist, there were 15 items in evaluating the product. The Result of Experts Validation of the Contents and the design can be seen in Table 1.

Table 1. The Result of Expert Validation of the content

No	Aspect	Criteria	Validation	
			Expert I	Expert II
1	Cover design	The cover is attractive	Good	Fair
2	Letter	The use of a letter is clear, appropriate and readable	Fair	Good
3	Typing	The typing neat and clear	Good	Fair
4	Spacing	The spacing is appropriate and consistent	Fair	Good
5	Organization of material	The material is organized in logically ordered task	Good	Good
6	Layout	The layout is clear and attractive	Good	Good
7	Instructional objectives	The instructional objective is clear The instructional objective is stated clearly The instructional objective is ordered appropriately	Good	Poor
8	Topics	The topics are appropriate to the student's need and interest	Good	Good
9	Grammar review	The grammar review is relevant to the students' need	Good	Good
10	examples	The examples are clear and appropriate The examples can define concepts clearly and adequately	Good	Good
11	Tasks	The tasks are appropriate to the given context The tasks are communicative The task can encourage involvement to the students	Good	Good
12	Instruction	The instructions are clear and appropriate	Good	Good
13	Coverage of materials	The coverage of materials are relevant to the students' need and interest The coverage of materials are suitable for students The coverage of materials represents the aspects of language skill	Good	Good
14	Content of material	The content is clear and appropriate The content is a logical order The content relates directly to the objectives of the instruction	Good	Fair
15	Language	The language is suitable for the students level	Good	Good

Expert Validation of the Design

No	Aspect and Direction	Validation		
		Poor	Fair	Good
1	Cover			✓
2	The Picture on the Vocabulary		✓	
3	The picture on the short text		✓	

There were many suggestions which the expert gave. The first expert is to validate the content of the material developed. She is Mrs. Eva, Generally, she agreed the developed material. She was also interested in the pictures used in the book because of its colorful pictures and those are easy for the students to find their daily life and she also liked the activities presented in the textbook. However, it was found a mistake in using capital letters in writing subtitle should be corrected. Besides that, she suggested to made correction in some words and phrases in acknowledging part. Also, she said to paid attention to the bottom margin of some pages.

The second expert is Mr. Moh. Muhri. He suggested that the textbook should present more practicing activities for the students in order that the students are used to communicating using English. It is better to provide space for students to practice in a pair of a group. Every concept should be followed by the exercises to accustomed to the students using the concept.

The third expert was Moh. Fujiyanto. He suggested that pictures had to take in the real picture, not an animation picture even though overall of the book was good enough. The color and design of the book were matched with each other.

The Result of Product Try-out

After the developed supplementary English textbook had been checked by the experts and then revised by the researcher, the researcher conducted try out. It was done to know more about the lack and applicability of the developed supplementary English textbook. It was done to one class of the first-grade students at SDN Pamaroh 1 Pamekasan which is located

in the rural school. The class consisted of 15 students. The question was about; the students response toward English and activities in the book.

Based on the questionnaires delivered to the students related to the material developed, it was found that 80% of the students liked to learn English while 7% of the student moderately like and the rest was 13% of them do not like the material have been developed by the researcher. It means that the students agreed about the material developed.

In term of the design or pictures presented in the material developed, 80% of the students like it very much, 13% moderately like and the rest was 7% felt didn't like the design material developed. In other words, the students interested in design or pictures presented in it. The students felt that the pictures are easily found in their daily life.

According to the students opinion about the game and song in the material presented, 40% of them felt like very much, 40% students like and the rest was 13% felt moderately like and 7% felt dislike it. It means that the students easier accepted the material given by the researcher when the try out conducted. The students will improve and memorize the vocabularies or material just taught in a long time.

Discussion

The availability of inappropriate English textbook for the first grade of elementary school students became the main problem for the students and the teachers teaching in elementary school. The existing elementary books for the first grade of elementary school students were considered too difficult for the students and it made the students not interested in learning English.

The book developed in this research is an English textbook for the first grade of elementary school students at SDN Pamaroh 1 Pamekasan which is located in rural. The rural school was chosen because most of the rural schools were still left behind. Most of the

English teachers teaching elementary school in rural used the existing books or students worksheet (LKS) given by the government.

The research involved research and development. It was started by need analysis, developing material, experts validation, first revision, try out, second revision, and final product.

The developed material is an English book has some strengths. The title of this book is English is Fun. This book is modified and arranged according to the topic selected based on the students basic competence in curriculum 2013. Dubin and Olhstain (1992:27) describes further a good syllabus under the questions of (1) what learners are expected to know at the end of the course; (2) what is taught and learned during the course; (3) when it is to be taught and in what rate of the progress to the different levels and stages as well as to the time constraints of the course; (4) how is to be taught; and (5) how is to be evaluated.

English is Fun is one of English book designed for students of year one. The objectives of this book are to introduce English to the students and to familiarize them to use language step by step during their critical period of learning a language. According to Scoot and Ytreberg (2000), the characteristics of young learners are: (1) Talking about what they are doing. (2) Telling about what they have done and heard. (3) Arguing for something. (4) Playing activities. (5) Using logical reasoning. (6) Using their imagination, and (7) Telling the differences between fact and fiction. The teachers of young learners give extra attention in caring and learning activity. It is not easy to teach young learners, the teachers must be patient, creative, high of spirit, sense of humor, and of course love children. In teaching English for young learners, the teacher must use simple language and clear because it can make the students understand what their learning is.

The book is written based on the standard competence and basic competence should be had by the students listening, speaking, reading and writing. The topics in this book are

about topics which are appropriately used to teach elementary school students. The topics are good morning, my name is Dina, things in our bag, one two three, my notebook is purple, my clothes, my family, parts of the body, there is a cow in the farm, and I like mango.

Each chapter presents some pictures which the students have already known or the pictures which are easily found by the students in their daily life or environment. To make the students more interested in learning English, the layout and the pictures are presented in colorful pictures.

To help the learning process, there are some interesting features in this book. First of all is Exercise. It is to check the students' ability after learning a skill. Second is Grab the stars, is an activity which stimulates the students to do their best in English and get many stars. Third is Useful Expressions, it is summarized essential expressions used in each chapter. Fourth is Fun Time, it is the session where students can play educational games or sing a song related to the topic. Fifth is Glossary. It contains difficult words or expressions. And the last is Chapter's review, is an activity to measure the students' comprehension after learning each chapter.

It is in line with (Graves 2000; Basturkmen 2010) who states about the advantages of a textbook: Textbook provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order. It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them. It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools. It may include supporting materials (teacher's guide, cd, worksheets, and video.). It provides consistency within a program across a given level if all teachers use the same

textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.

Although it has those strength, this textbook has a potential weakness. Time allocation becomes the consideration of applying this book. The unit in this book is designed to be conducted in one meeting consist of more than half an hour. So, the solution offered is the teacher should use some methods in teaching English for young learners.

Conclusion and Suggestion

Conclusion

The final product of this development was the students book which is completed with materials which are easy to be learned and comprehended by the students. The book is written based on the standard competence and basic competence should be had by the students listening, speaking, reading and writing.

There are ten chapters in the developed material. Those are: good morning, my name is Dina, things in our bag, my notebook is purple, my clothes, my family, parts of the body, there is a cow in the farm, and I like mango. Each chapter presents some pictures which the students have already known or the pictures easily found by the students in their daily life. Besides, this book is using a larger font in writing. This book also offered simple grammar with simple presenting for students, it will make the students easier in learning English material.

To help the learning process, there are some interesting features in this book. First of all is Exercise. It is to checks the students ability after learning a skill. Second is Grab the stars, is an activity which stimulates the students to do their best in English and get many stars .Third is Useful Expressions, it is summarized essential expressions used in each chapter. Fourth is Fun Time,

it is the session where students can play educational games or sing a song related to the topic. Fifth is Glossary. It contains difficult words or expressions. And the last is Chapter's review, is an activity to measure the students' comprehension after learning each chapter.

Suggestion

By considering the benefit of the implementation of the developed product of English textbook for the first-grade students in elementary school, the teachers teaching English lesson for first grade at elementary school especially in rural can use this book to solve the students' problems in teaching and learning process. The teachers can also combine with other sources in order that the students can get more knowledge about English. The teachers are suggested to be more creative in applying the activities for the students.

Further researchers are suggested to conduct the same research for all grades of elementary school if the schools teach English for all grades. While in developing the material, the further researchers are suggested to make sure that the product is based on the students' need and their level of English mastery.

REFERENCES

- Dubin, F., & Olshtain, E. (1992). *Course Design: Developing Program and Material for Language Learning*. Cambridge: Cambridge University Press.
- Sabilah, Fardini. 2004. *Teaching English to Young Learners: it's Policy, Framework, and Activity-Based Teaching*. Student's handbook.
- Scott, W.A. and Ytreberg, L.H (2000). *Teaching English to Children*. New York: Longman, inc