

DEVELOPING MATERIAL ENGLISH TEXTBOOK “SMART ENGLISH” FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL

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Abstract

English has become an extracurricular in Elementary school. In Elementary school, students need to increase their their English knowledge. Students should have textbook English material which is appropriate with their life. This research conducted to develop an English material textbook for grade V students of Elementary school in Malang. The title book is “Smart English” for students Grade V of Elementary School. In this texbook, the researcher focused on developing book related to curriculum 2013. The material explained on the product was about the material that relate to the students’ life. the material was used an integrated skill in each unit. This product focused to the students character buiding, in the textbook material the researcher develops material using an embedded message in each units. This product gave the additional material to help the students in learning English. The researcher did the needs analysis to identify the problems. Then proceed with the products development; begin with deciding the title for each unit and the material, and also give some pictures and exercises. The validation done and obtain some feedback for some revision before the tryout to the small group of the students. This product was better than the previous, it was because sometimes the book does not appropriate with the students’ needs. Therefore, this book focused on English material with the students’ need in Elementary school.

Key Words: Elementary School, Textbook, Moral Value

INTRODUCTION

English is a second or foreign language. Almost all of the countries in the world use it. English is one of the important language that must be mastered in the international communication. In education context. in Indonesia English language is learned to facilitate Indonesians in order to increase their skill and develop their knowledge. Therefore, students in Indonesia have to learn English from Elementary school and in young age because some reasons. First, the widespread assumption that the younger the children learn in a new language the better the result will be. Second, the fact the economic globalization has pushed the demand of English in the form of the workforce who speak English to meet the need of the international economic forces. Third, students learn English early because their parents enthusiasm in order to have social and economic benefit in the national context, (Supriyanti : 148)

In learning English the students must mastering four skills, they are taught in Elementary school. Suyanto said that at the end of Elementary school the students are expected to have the basic skills of listening, speaking, reading and writing pattern based on their development level and interest within their vocabulary achievement level at about 500 words. The materials include simple reading, listening, speaking and writing. Thus, for the teaching learning process, the four language skill should be developed interestedly.

In case, English teachers are not only required to be able to teach well but also to be able to design materials to teach English appropriately. Furthermore, material or language teaching is one of the important things successes to mastery English. Considering young learner condition, the young learner is very important to give appropriate materials students' condition and students need.

According to Sigelman (1995:330), the terms moral implies an ability they are (1) to distinguish right from wrong, (2) to act on this distinction, (3) to experience pride when one does the right thing and guilt or shame when one does not. He stated that there are three basic component of morality. A moral is a system of rules in which some rules are regarded as depend on other. Moral is something related to the activities wherever we are in society such as, school, home, public area etc. and moral relating to the standards of good or bad behavior. In (academic.brooklyn.cuny.edu/morality.note.pdf) According to Stenberg (1994:938) in Morality refers to concern with what is good or right in people's relationships each other. A key to understanding morality is to be specific about definition of good (or bad) and right (or wrong). In —Kamus Besar Bahasa Indonesia it is said moral is deciding good or bad considered behavior. Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people.

Value is something as an abstract, someones judged and thought to be good. Such as ; rightness, obligation, virtue, beauty, truth, and holiness. Valued also used to refer to what people think is right or obligatory and even to whatever they believe to be true. In this research, when the researcher try to conduct the material, the teacher can deliver it directly through a good model. The next component is strategy in teaching. The other important component is learning materials. Usually every subject has learning material, for example is textbook or module. In textbook material are expected to build the students characters building through learning material. Usually, the teacher is giving material to the students from a course book. It will be better if the material consider the appropriateness of the book with the students' needs.

In this research the researcher developed English textbook based on syllabus that is already in the school. Researcher tried to add some moral value based on curriculum 2013. The English textbook material developed for grade five of MI Miftahul Ulum Karangploso. In this research, there are some reasons that the researcher should develop English textbook to the students V grade of Miftahul Ulum Karangploso. English subject became one of the materials that was abolished from Elementary school.

In MI Miftahul Ulum Karangploso English material has become an extracurricular material. The teachers In Miftahul Ulum Karangploso designed the materials two meeting on a week, Friday and Saturday. Based on researcher observation, the teacher did not have any reference or specific material to teach the students, they always designed material spontaneously. Sometimes the material did not appropriate based on students context and students life, in case the teacher have limited variation in teaching English in classroom.

Based on the problem, the researcher tried to developed English material based on the students' need with character building that was recommended by curriculum 2013. In the curriculum 2013, the material must be taught in integrated skills include, listening, speaking, reading and writing. In integrated skill, the textbook material should be character building in each material. An objective of this research were the material helps the students to learn, do English exercise easily and improve the students' skill in English language. Then, also help the students more easily be able to produce the way thinking, good attituded, culture and god behavior in their life.

In this research, the researcher developed textbook to the students material in the class, it is the effective way to include to character building through learning material include English subject. In the developing English textbook materials that indicate helps the students in integrated skill. The researcher hopes that the English material can be increase student's attitude become a good behavior and students are able to practice in their environment.

There are many values that recommended by curriculum 2013 such as; religius, honesty, tolerance, discipline, peace, respect, responsibility, cooperation, humility, gratitude, creative, curious, democratic, caring, independent, confidence, love, friendship. In the developing book, the researcher tried to attach a moral values in each chapter. In the textbook material, there are some character that would be practice by students.

In this research, the researcher develops English textbook based on curriculum 2013 that embedded moral value in the material. In this book focuses on materials developing of English for grade five Students of MI Miftahul Ulum Karangploso. The researcher developed textbook based on curriculum 2013 in integrated skill. The researcher chooses an integrated to teach English in this school, it still needs develop material. The existence of English material from the school is considered to general students, because the example of material are very limited without variations, some parts of materials are not suitable and not related to the real life, and the students sometimes bored during learning English material. There are not units in the book exercises, and sometimes the materials are not appropriate with the students' needs.

Based on the result, the material in the school did not increase students' experience and tthe material do not appropriate with students' life. Besides, the book has many grammar exercises. It makes the difficult to understand the material. From the cover design, most of students' preferred an interesting cover design and the book completed with colorful illustration. They also preferred topics where related with student's life.

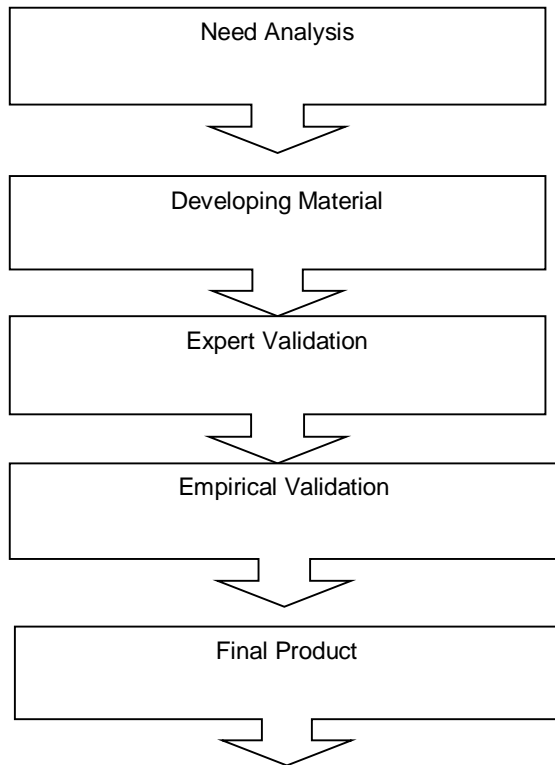
Actually teaching English language, the students activities must be emphasize on students real life or students' behavior. Learning is a process on understanding as well as application of the material that focuses on the process on formation of students behavior and students attitude. The suggested in teaching learning activities, students not only hear the material but also involve in teaching and learning activities and apply them in daily life.

This textbook helps the students to understand English easier than previous material. The materials are suitable and appropriate with the students' life and condition. The teacher can use the textbook as the materials to teach English.

METHOD

In this research, the researcher use Research and Development (R&D) method. The background reason for this research and development (R&D) was the classroom problems related to educational products. The model of development proposed by Borg and Gall (1983) was adapted. The R&D cycle consist of research and information collecting, planning, developing, preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision. Operation field test, final product revision, dissemination and implementation.

Therefore, based on the steps of research and development (R&D) proposed by Borg and Gall (1983). The steps developing English textbook for grade V became as:



In this research, need analysis was done to know the students need and appropriate textbook. Appropriate the textbook which is in curriculum 2013 or the theme and suitable with context of teaching learning process for grade V in MI Miftahul Ulum Karangploso. The process of achievement needs analysis was done by using questionnaire, checklist data and interview guide. The checklist use to collect information about the existing material use and give to English teachers. The interview guide is used to collect the information involving teachers' need of English material and suggestion on the English material being developed. The data need analysis are represented descriptively. In this research, the researcher distributed questionnaire to the students, and interview guide for the teacher to know the students' material appropriateness.

Questionnaire is used to collect data from a large group of subjects on specific topic. Then, the interview is used to collect data from small group of subjects on a broad range of topic. Document that the researcher used categorized as content analysis. Content analysis is often used to convert textual source in to quantitative information.

After conducting needs analysis and developing book map, the researcher started developing material based on students' needs analysis. In this step, the researcher developing some materials of English textbook based on the character curriculum 2013 in integrated skill.

Material Mapping of the Textbook

Unit	Theme	Topic	Subject material
1	Introduce Yourself	<ul style="list-style-type: none"> • Introduce yourself • Greetings and responses 	<ul style="list-style-type: none"> • Greetings • Responses • Simple presents
2	In the Library	<ul style="list-style-type: none"> • Reading book • Expressing of asking and giving a help 	<ul style="list-style-type: none"> • Simple present continuous • Vocabulary
3	What's the Matter	Disease	<ul style="list-style-type: none"> • Kinds of disease • Using pronoun S+O+have/has
4	What does he look like	Describing someone	<ul style="list-style-type: none"> • Making a short sentence • Vocabulary using describe someone
5	Experience	Simple past tense	<ul style="list-style-type: none"> • Using Simple past • Introduce irregular verb

After the development material, the textbook. The validate the material to the expert validator. There are three expert validator. First is validate about the content of the textbook, second expert validated the illustration the textbook. Whether, is the picture appropriate with the students or not, such as; quality of illustration, the appropriateness illustration for children, etc. Third expert validated about the grammatical of the textbook.

After the researcher revised the product based on the form the expert in theoretical validation process, the researcher continued to the next step, which was empirical validation. In this stage, the researcher tried out the textbook to the students in real class to know the practicality an acceptability of the textbook. It was as the source information related to the parts of textbook which were needed to improve. In this process, the researcher used test, checklist form, interview and questionnaire. Test used to know the practicability of English textbook for grade V students of MI Miftahul Ulum Karangploso. The researcher decided used teacher interview as the basis of evaluate the used of English textbook or students of MI Miftahul Ulum Karangploso. And the questionnaire used by the researcher to reliaze thes students' opinion about textbook, suitability of textbook etc. The data collection method in this phase is questionnaire. The researcher used three questionnaires with three different aspects. First aspect is the content of textbook, second is an illustration of the textbook and last is grammatical of the content.

The researcher sets materials containing five unit as follows; Introduce yourself, In the Library, what does he look like, what does the matter, and Experience. The revision of English textbook was done in accordance to the result of try-out process. After examining the expert validation, teachers' observation, pretest and pos-test, the researcher made revision the product. The revision was done to improve the content and quality of the product.

The result observation, questionnaire and interviews, the textbook available are not appropriate to the students, sometimes material do not suitable with students' needs, lack interest and even the qualities of the textbook are good but the topics given did not matching or fit bu the students's context.

The result of material discussed did not impove the students' experience and the students were not able to relate in students life. As a result, the student gets difficulties in learning English material, most of them are

interesting in colorful material or some illustration for guiding English learning. They also preferred topics which are related to their life.

The teacher of MI Miftahul Ulum admitted that, they took materials from difference source, but the materials did not relate to the students context. And sometimes the teachers have no idea to create the materials based on students preferred. Students do not increase their proficiency in English with insufficient teaching resources. In this research, the researcher has been create the material based on students need in integrated skill and attach embedded message based on curriculum 2013.

FINDING

In this research, questionnaire is distributed to the students and interview guide is distributed to the teacher. Questionnaires and the interview guide used to collect information about the students materials need All of data are analyze descriptively. The first procedures is collecting specific problems of material for facilitating students in fifth grade.

After conducting instrumen, the researcher gave pretest and post test to measure the students ability about learning English. than, data from the need analysis presented through explanation. The data from pretest and posttest done by students were calculated to get the mean score of each test which were then compered each other. To determine the significance of the difference, the researcher used T-test formula of SPSS.

Table 4.8 The result of pre-test and post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST TEST	62,2581	31	9,47265	1,70134
	PRE TEST	52,0968	31	8,73443	1,56875

Table 4.9 The result of T-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POST TEST - PRE TEST	10,16129	7,90399	1,41960	7,26208	13,06050	7,158	30	,000

To determine the significance of the mean difference, the researcher applied independent T-test SPSS Data Statistic version 20. Result of the pre-test and the post-test, the researcher achieved mean of the post-test (M= 62,2581) is higher than the mean of the pre-test (M= 52,0968). In the result of T-test the value of sig (2-tailed) is 0,000 was higher than 0,05. It can be concluded there was significant differences between pre-test and post-test. This result proved that use of English textbook was effective to teach based on character building has been mandate curriculum 2013.

The researcher knew that the students received the textbook positively and understood materials of grammar easily, it was an information from teacher's observation. The students were cheerful in teaching and learning process. It means that the students were interested in learning English used textbook.

DISCUSSION

In developing textbook, the researcher used curriculum 2013 for the material. The theme of curriculum 2013 chosen based on five grade students and students in real life. The textbook that is intended to be used should be useful for the students as well as teachers. In the developing textbook, the researcher added the moral value based English materials based on English syllabus.

There are five units in English material book where each unit should master in two meeting. There were "Introduce yourself" (expressing of greeting and leave taking and introducing), "In the Library" (expressing how to ask for and give help), "What's the Matter?" (Expressing of sympathy), "Describing someone (expressing people)", and "Experience" (expressing of Asking for someone feels after something happens). These titles above were defined by considering the character building or moral value as mandated by the 2013 curriculum (curiosity, confidence, polite, caring, honesty, discipline, responsibility and independent).

In each units of textbook, the researcher insert illustration pictures to attract students' interest. The researcher also make a strategies in the classroom by using games to build the students' motivation. When developing the syllabus, the researcher developed some unit there were some aspect, like basic competence in integrated skills such as; (listening, speaking and reading, writing) the objective, the indicators, character building, the course materials, the activities material, assessment, dictionary and source. The students also were expected to be able to master languages target in each unit, such as simple present, the use of auxiliary, simple present, simple present continuous and simple past tense.

Based on the Empirical validation, the researcher achieved the mean of the post test (M= 62,2581) is higher than the mean of pre-test (M= 52,0968). In the result of T-test the value of sig (2-tailed) is 0,000 is higher than 0,05. It can be concluded there was significant differences between pre-test and post-test. This result proved that use of English textbook was effective to teach based on character building has been mandate curriculum 2013.

From the teacher's observation during the implementation of try out step, The researcher knew that the students received the textbook positively and understood materials of grammar easily, it was an information from teacher's observation. Besides that, in the proces of English language learning the students were joyful during process. It means that the students were interested in learning English used textbook.

CONCLUSION

Based on the finding research, this product is an appropriate to the students grade V of Elementary school. It can be conclude from the pre-test and post-test in doing a research. In this research can be concluded the result of the post-test is higher than the result of the pre-test.

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In every units of textbook, the researcher insert illustration pictures to attract students' interest, besides that in the classroom the researcher gave the students games to build the students' motivation. When developing the syllabus, the researcher developed some unit there were some aspect, like basic competence in integrated skills (listening, speaking and reading, writing) the objective, the indicators, character building, the course materials, the activities material, assessment, dictionary and source. The students also were expected to be able to master languages target in each unit, such as simple present, the use of auxiliary, simple preset, simple present continuous and simple past tense. The researcher made textbook based on the moral value that mandate from curriculum 2013 for grade V students of Elementary school. The development of the textbook based on needs analysis. The textbook developed was validated by related experts. After the textbook validated, first revision was done by the experts' feedback.

After revision, try-out process was done by the researcher. During try-out process, students showed better attitude and their interest in learning English. They became more motivated in the classroom. One of strengths of the textbook is on the illustration pictures. There are illustration pictures to attract students' interest. The Picture are contribute to the students' interest, a motivation, a sense of a context of the language, and a specific reference point or stimulus. Besides, the material in English textbook were interesting enough for students.

Based the conclusion above, the researcher would like to purpose suggestion which may be useful for the teacher, students, and other relevant researchers. To English teacher of Elementary school to use textbook in teaching learning process because the textbook has been adapted a character building based on curriculum 2013 that continue curriculum 2006. And the researcher hopes by using this English material book the students got improvement in their English skills and applied the knowledge in real life. An for another researcher, The researcher suggests further researcher to conduct a research to other grades students. For other researcher could develop the syllabus and the English material book based on the need analysis and current curriculum. It also hoped that this study could be a good reference for the relevant researchers.

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