

Developing Supplementary Book for Bilingual Fifth Grade at MI

Nurul Huda 2

Laili Yulia Rahmah

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: lilyrahmah0107@gmail.com

Abstract

The main aim of this research was to develop English supplementary writing material, particularly grammar use as additional learning sources. This research was managed at MI Nurul Huda 2 Mojokerto academic year 2019/2020. Population at this study was the fifth grade of bilingual students. There were 28 students at this class. The research design used by researcher was Research and Development (R & D). The result of this research found that the students of MI Nurul Huda want writing material especially at grammar area. The existing textbook that students used in learning had some lack and weakness. Then the finding became guide for the researcher to develop English learning material. The English material in this supplementary book consist of six unit and some activities to increase students writing ability, especially grammar.

Keywords: Developing material. Bilingual program, Needs analysis, Supplementary book.

A. Introduction

Based on Tomlinson (2011) learning materials is anything which used to help language learner to learn. Materials could be a textbook, workbook, supplementary book, a video, a CD, PowerPoint, or anything that contain with information that learners could learn. Tomlinson (2008) claims that materials can allow students to notice authentic language characteristics because they are exposed to promoting and speeding up language acquisition. It was the reason teachers also need additional sources such as, supplementary book. The supplementary book would be design base on students need and curriculum that used on this academic year. In additional, Richards and Renandya (2002) said that in most language programmes, teaching materials could be a key component of (a) printed materials, (b) non-print material and (c) printed and non-printed materials. In the creation of materials for a language course or program, there are some advantages in contrast to using commercial course books. Richards (2001) states the following four benefits of producing materials:

1. Relevance

The materials are more suitable for students and institutional needs, representing the local content, challenges and concerns.

2. Develop expertise

Other staffs advantages from designing materials to enhance their skills and to better understand the characteristics of effective materials.

3. Reputation

It will demonstrate the dedication to language teaching by providing students with appropriate, expert and contextualized materials.

4. Flexibility

The materials created can be updated or modified as appropriate to make them more versatile than a commercial course book.

Needs survey or need analysis was the first procedure that should be done. Needs analysis helps to guide the researcher or material developer to create suitable and appropriate material based on student needs. Mentioned to Chambers (1980) cited Basturkmen (2010) stated that notes that analysis of needs is important. The establishment of communicative requirements resulting from the analysis of the target situation communication should be concerned. Chambers' opinion supported by Richards (2001), Richards stated there are six reasons to conduct need analysis before doing research and development,

1. Figure out which kind of language skill that student needs to improve
2. Help to assess if a current course sufficiently meets future students' requirements
3. Find out a student in a group needs a specific language skills training
4. Identify a direction shift which people feel is necessary in a reference community
5. Identify a disparity between what students can do and what they need to do
6. Gain some information on a variety of problems students faced,

There are some aspects that should be noticed beside need analysis. There are some categories of a good learning material. According to Hutchinson and Waters (1978) there are some categories that should be fulfilled in order so it is called good learning material. First, good material does not teach, they motivated student to learn. So, it is important to make an attractive book that encourages student to study by themselves. Second category, Good material can include interesting texts, fun exercises that require students' thought, opportunities for students to make use of their current knowledge and skills, and content that teachers and learners alike can manage. The last category is a consistent and concise unit structure that directs teachers and students through different activities in order to optimize learning opportunities should be provided with a good source of knowledge.

Tomlinson (1998) cited in Richards (2001) stated good materials that should achieve effect, that students should be able to make a feeling more relaxed, that students should gain trust, that self-investment should be needed and encouraged, that the learners should have a true use of language, that they should be able to use the target language for communicative purposes, that the positive impact of instruction is usually delayed, take into account that learners differ in affective attitudes, permit a silent period at the beginning of instruction, pull up learning potential by motivating intellectual, aesthetic, and emotional involvement, not rely too much on controlled practice and provide opportunities for outcome feedback.

Subject in this study was some student at bilingual program. MI Nurul Huda 2 Mojokerto had three kinds of program. First, regular class, in regular class curriculum that used was regular curriculum that used in Indonesia. In this period, regular class used curriculum 2013. Same as regular class, Tahfidz class used regular curriculum as other school, but there are some modified in some lessons such as Al-qurn, Fiqh, and extra tahfidz activities. And the last program is bilingual class. Bilingual class has different curriculum, this class used Cambridge Primary English Curriculum Framework 2018. Textbook that was used should be different with another classes, because the differences of material that they should learn. In the Cambridge Framework there are some stages and student should mastery four English skills. The teaching and learning process in schools requires English learning materials. The

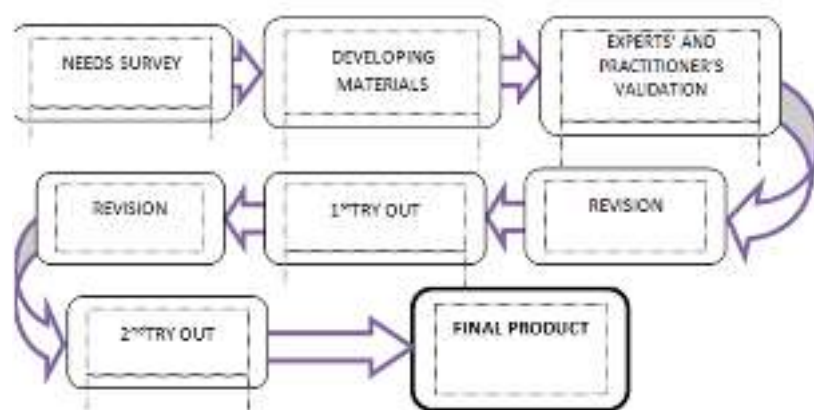
school requires suitable English materials, based on the current curriculum, which also demonstrates the strengths of each department at each level to fulfill the requirements of the students. Some issues, however, are identified by the researcher in relation to the teaching and learning materials and media. Based on observation and survey the most skill that have lack material in their textbook was writing skill, especially at grammar material. Moreover, in this pandemic situation all of student and teachers should move their teaching and studying activity using online class. The teacher also said that teaching grammar usually she gives student additional material, but in this situation she had problem in distribute the material.

According to Cunningsworth (1995) where material is insufficient or is not properly treated in a specific area, additional material from other published sources can be found or your own material created. Watanapokakul (2011) said that the main course book should be supplemented by supplementary materials which teachers distribute at their discretion to students during classes. The researchers should suggest a potential solution, based on the definition above, which can bridge the gap between the English curriculum offered in school and the needs of students. The researcher will therefore create an additional English material focused on the needs of students.

By doing this study, the researcher predicted that this investigation will help to solve previous problems by creating bilingual grammar-focused English learning materials for the fifth grade. The materials designed by the researcher are additional materials as the principal materials are designed by the publishers of the textbooks.

B. Methodology

Research and development (R&D) is the design of this report. Research and development according to Latief (2012) is a research that uses educational goods, such as curriculum, curriculum, textbook, workbook, teaching media, modules, evaluation tool, etc. to create. The stages of grammar and writing materials is based on the model of materials development Hyland (2003), which was adapted to the stages used for the study i.e. needs surveys, material development, validation by experts and teachers, analysis, trying out, revision and finished product.



Research and Development Procedure

1. Need survey

Needs survey is a method used to collect information on the needs of students and is also known as the study of needs. Needs analysis in language education is used for various purposes such as discovering what linguistic skills the student wants to make a particular role, deciding whether existing materials meet the needs of the students, recognizing a difference between what

the student can do and what he or she needs to do and collecting knowledge about him or her. The outcome of the needs analysis was used as a guide for producing an appropriate product. To collect the data in needs analysis step, there will be two instruments.

The instruments include questionnaires and guides for interviews. The surveys are distributed to students in the fifth year and the English teacher. And the last method was a guide for interviews, teachers were interviewed by researchers to learn more about student needs.

2. Developing material

The second procedure of this study is developing the grammar book. For this purpose, first, some grammar material will be collected. When the materials are already gathered, they are then arranged in order to select the appropriate ones. The appropriateness of the materials is based on the learners' background, teacher's background, the techniques of teaching and the facilities available at home.

3. Experts validation

Expert and teachers validated after the materials were developed. The experts were English lecturers and English bilingual teacher. One of them was a lecturer of UNIM and the other was a bilingual teacher of MI Nurul Huda 2 Mojokerto. The first expert has been actively involved in reviewing English text books and the second expert has been teaching bilingual class for years. The teacher was an English teacher for bilingual class. She graduated from English education department and has been teaching bilingual class since 2015.

To check if the materials already meet the requirements of best materials, the data from expert and teacher validation have been used. The researchers examined it qualitatively in conjunction with the data collected from the validation of the experts and teachers. The quality level was weighed according to the determined criteria in each aspect to be verified. The norm is bad, equal and decent. The validation was viewed descriptively by the experts and the students. If they were judged by experts and teachers to be bad, the materials needed to be revised. The open comments were also descriptively viewed and used to help the analysis.

4. Revision

Based on the comments, thoughts and recommendations of the most relevant papers made by experts and students, a range of phrases on teachers notice and some tasks must be revised. In terms of the materials and the connection between the materials and the student's context, the revision was made. Moreover, materials not connected to the curriculum have been removed and modified accordingly.

5. Try out

The aim of try out the materials prepared is to learn its applicability, adequacy, utility, performance and attractiveness to students. With the try out it is possible to obtain the requisite information on the applicability of the materials produced and show the advantages and disadvantages of the materials. With this data collected, the problems in the application of the materials are established. Subject for this try-out were students that attend fifth grade of bilingual class of MI Nurur Huda 2 Kota Mojokerto academic year 2019/2020. The researcher will only focus on the bilingual class not the regular or the thafidz class. The needs analysis will collect from 24 students of bilingual classes.

C. Finding and discussion

The data and interpretation of the needs survey are given in this section. In order to determine needs the students and the English teachers collected information. The knowledge from this study was intended as a basis for the creation of teaching grammar prototype materials, which correspond to the

interests, motivation and needs of the students and also meet the expectations of the English teachers. The data concerning with the students were about their motivation, interest, and their needs. The data from the teachers were taken from the questionnaires and interview guide. The information was about their teaching experiences and their expectation about listening materials.

Fist step, researcher gained data for the students' needs, from the diagram below (diagram 1), it is shown that more than half of student have low interest toward the textbook that was they used. Its clearly there are 65,8 % participant that answer they have less interest and 34,2% participant choose that book was interested. It was happen because the book have less explanation and there was no illustration. So, that was made the student hard to understan the material.

Statement above supported by result of question needs of illustration below (diagram 2). All of the students agrre that illustration in a book would help them to increase they understanding and motivation.

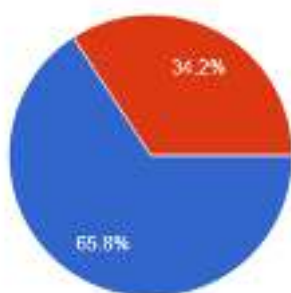


Diagram 1 student interest toward textbook

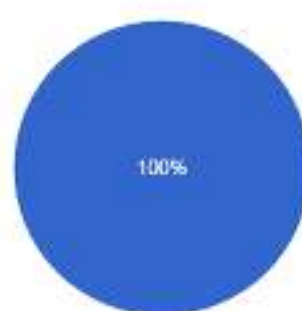


Diagram 2 illustration needs

The next item is presented about student preference about kind illustration that they like. The results show that almost all students like colored picture, its indicated by 63,2% students choose colored picture, then 28,3% colored photo, then 7,9% chosen black and white picture and no one choose black and white photo.

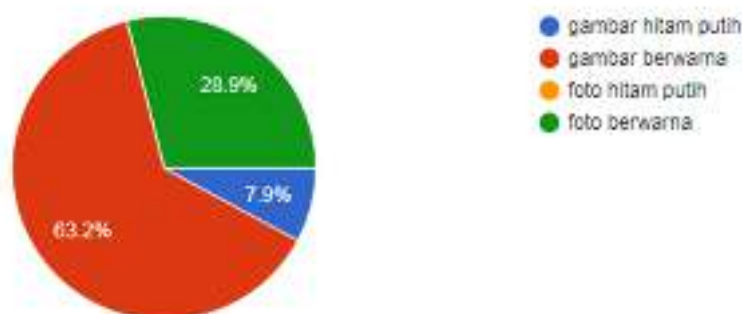


Diagram of student illustration preferences

Similar with previous study, Mubar (2015) stated illustration or picture at a book could stimulate student curiosity and interest toward a book. Colorful book tend to made learner interest to study and picture on a book could help students to increase their creativity and imagination. The advantages of pictures or illustrations for first, language learning, pictures or illustrations is an abstract level device that can be interpreted based on past experiences through the interpretation of words. it triggers students to come up with vocabulary words. second, pictures and illustrations help students read textbooks, especially in interpreting and remembering the contents of the accompanying text material, so that

students are younger to remember new vocabulary through the pictures they have seen. The use of pictures and illustrations can help students capture an idea and help students express a vocabulary through a picture

The next item aims to know students needs material that contain in the textbook. The data show that 55,3% student need more grammar materials in textbook and 18,4% respondent stated they need more linguistics and text material, while only 7,9% choose speaking materials. The next item showed about student opinion about grammar material in their textbook. Almost all students agree they need more grammar material and exercises to increase their writing. It is showed by 68.4% participant need extend grammar materials.

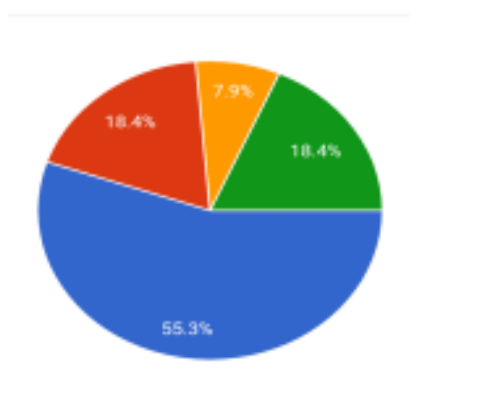


Diagram of materials needs

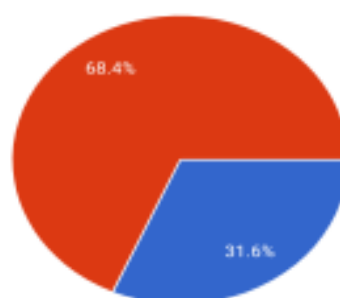


Diagram of grammar materials needs

The Result of the Materials Development

According to the finding above, prototype of grammar materials for the Grade V students was developed. The materials were adapted and adopted from a variety of books materials for the teaching of grammar which were available. The map covered the topic of each unit, learning objectives, main activities, and extension activities

Experts' and Teacher's Validation

The developed grammar materials were given to one experts and one English teacher to be validated. They validated the materials on the language suitability, content, speed of delivery, length of materials and general evaluation related with the language style, quality of recording and the easiness of applicability. A form of validation was given to each evaluator for their validation. They, however, are given a right to give some comments or suggestion for the improvement of the materials.

In general, the experts found the content and the tasks ideal for English teaching and learning grammar and writing activities. They therefore proposed that the content could be evaluated directly without being returned to students after being revised. Three components were judged, according to the language. They can be conveyed and the coherence of ideas in any unit to match the level of language and student development. The first expert considered all subjects to be good for the suitability of language levels and student growth

Revision

Based on the comments, thoughts and recommendations of the most relevant papers made by experts and students, a range of phrases on teachers notice and some tasks must be updated. With

regard to the content, the length of dialogs or phrases and the relationship between the materials and the contexts for the students have been checked. Moreover, materials not connected to the curriculum have been removed and adjusted frequently.

According to the experts and teacher, there were some grammatical errors and unclear sentences were corrected e.g. (1) *"Ask the students to observe the pictures with his partner"* was corrected into *"Ask the students to observe the pictures with their partner"*; (2) *"Discuss what each picture is about with class"* was changed into *"Discuss what each picture is about with class"*; (3) there were written "castle" revised into "caste" and "spacement" changed into "specimen". Because discussion at class was hard to do in this situation, teacher suggested to delete that kind of activities or change with another activities that can do individual at home. And change the link URL of video into a barcode. Using barcode easier than using URL link, student just need to scan that barcode on the book to access additional explanation.

Some exercises were also revised in such a way as the expert and the teacher suggested e.g. (1) Unit 1 and 4 in the proposed product was deleted because it was considered too easy for V grader; (2) the instruction was changed as the task was changed too; (3) the distracters in multiple choice was deleted; (4) the pictures were made clearer and larger; (5) delete some extended activities.

Try Out

All the English teachers of the grade V at MI Nurul Huda 2 Mojokerto were invited to discuss which of them would try out the materials and what class would be the subjects. Based on their agreement, the teacher who would try out the materials was the one who was teaching in Abu Hasan Al Asy-ary (Bilingual). The reason of the decision was that this program had more English class than other classes. The language program had four meetings a week with 90 minutes for each meeting. The other reason was that class had only 24 students so it would be more economical for the researcher to do his study.

The Students' Opinion toward final product of supplementary book

After each subject had completed their student's learning process, the students were asked to answer questions about the materials in terms of language complexity, appropriateness, and participation.

No students found that the language was very difficult for all the units, most considered it to be fair and simple (66.7% above), with the exception of Unit 5, 63.2% of students believed that it is difficult. All of them believed that the content was sufficient in the sense of the curriculum they had studied. No students found low when dealing with enrollment for students. Most of them said that they were fair and decent. 2.44% of them felt they were really good, 52.44% found them good, 45.12% believed they were fair. 3.66% of the students felt the materials were really strong in terms of attractiveness, 68.29 % considered them good, and 28.05 % considered them fair.

The Teacher's Opinion toward final product of supplementary book

The teacher has been issued an assessment form for the product after and subject has been tested. She shared her opinions on two aspects: the practicality and efficacy of the materials. The practicality is shown by the simplicity of preparing and executing the content, and the usefulness of the teaching materials is shown.

The teacher found all subjects to be practical and efficient. She said the materials were easy to plan and introduce because more details made it easy for students to understand the materials. She said that the materials would increase the motivation of the students to learn grammar and to try to write by themselves.

This research purposed to develop English material for bilingual class fifth grade. The material that was developed according to result of needs analysis. It is designed to fulfill the specific needs of learners (Tomlinson and Masuhara, 2004).

There are some steps to develop the materials. The first step was needs analysis, in this step researcher contributing some questionnaires to students and teachers. The questionnaires cover learner needs, lack, and wants.

The second step was developing material. Based on needs survey learners agree that they need extra material in grammar, because for listening they already have another support book such as English council and for listening and speaking they was not have problem with it. There was some aspect that would increase learner motivation in learning. They prefer learn using some illustration and video, it was make learner easier to understand about the material.

The next step was the validation and revision of experts and teachers. The student developed the curriculum as the basic outline for material creation. The findings were the basis for developing the curriculum. In addition, core competence and fundamental competence were taken into account when designing the curriculum. The program deals with the subject of a class, the unit title, the learning indicators, the language emphasis, the job summary and the input text list. The developed materials contain six units. A questionnaire for validation experts was given for the evaluation of the established content. Based on the result, the English material for bilingual that are developed considered appropriate with the needs of Grade V student of bilingual program.

D. Conclusion

The discussion and findings of this research can be concluded: (1) the stage of supplementary book development has been focused on the Hyland material development model (2003), which has been adapted to the stages of the study: needs analysis, materials development, tryout and validation, revision, material testing, revision and final product of knowledge by experts and teachers. The study is based on the study's results. ; (2) the product is in the form of a supplementary grammar and writing materials for students (3) the product consists of 6 units for the second semester of Grade V based on primary English curriculum framework 2018; (4) The materials are suitable for students as they are important to the needs, interest and level of english skills of students.

A number of suggestions for those who will perform a similar study, as well as for the teachers who will use the product, can be considered in this section. For the next researchers, they may conduct further study to develop another materials such as reading, listening, and speaking. In my opinion, developing another subjects textbook material such al-quran or fiqh its necessary. And for the teachers, the teacher should motivate the students not to worry if they make a mistake. Since the product of this study is a prototype material, the school principal should encourage other teachers to develop instructional materials to improve and support the students.

References

- Basturkmen, Helen.(2006). *Ideas and Options in English for Specific Purposes*. Mahwah: Lawrence Erlbaum Associate Publisher.
- Cambridge Primary English Curriculum Framework 2018
- Cunningsworth, Alan. (1995). *Choosing Your Coursebook*. Great Britain: The Bath Press
- Hutchinson, Tom, and Alan Waters.(1987). *English for Specific Purposes: A learning centred approach*. Cambridge: Cambridge University Press.

Hyland, Ken. (2003). *Second Language Writing*. Cambridge: Cambridge University Press. New York and London: Longman Inc

Latif, M. A. 2012, *Research Methods on Language Learning (An Introduction)*. Malang: UM Press.

Mubar, Miftahul Khair Nur Ali .(2015). *Developing English Learning Materials for Young Learners Based On Needs Analysis At Mtsn Model Makassar*. English Education Department of UIN Alauddin Makassar

Richard, Jack C, Willy A Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.

Tomlinson, B, Masuhara, H. (2004). *Developing Language Course Materials*. Singapore: RELC

Tomlinson, B. (2011). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press,