

DEVELOPING STORY-BASED ENGLISH LEARNING MATERIALS FOR THE THIRD GRADE STUDENTS OF ELEMENTARY SCHOOLS

PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS BERBASIS CERITA UNTUK SISWA KELAS TIGA SEKOLAH DASAR

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Abstract

This research aimed to: (1) find out the needs for the third grade students of elementary schools in learning English, and (2) develop story-based English learning materials for the third grade students of elementary schools. This research was a research and development (R & D) study. The subjects were the third grade students of SDN Brosot. The procedure used in this research was adapted from the steps of materials development proposed by Borg and Gall (1983). The steps were conducting needs analysis, writing the course grid, developing the first draft of story-based materials, evaluating and revising the first draft, and writing the final product. The instruments of the study were questionnaires and interview guides. The data from the needs analysis questionnaires were analyzed quantitatively using –frequency and percentage while those from the interview were carefully analyzed through descriptive analysis. The research findings revealed that the learners needed to have a course book which is completed with stories and pictures. The product of this study was story-based English learning materials for the third grade students of elementary schools entitled “*Tell Me a Story*” completed with the teacher’s guide book. There were stories related to the themes in every unit. The results of the expert judgement showed that the mean value of the developed materials is 3.95. The value is in the range of $3.25 \leq x \leq 4.00$ which is categorized as “Very Good”. Further, the mean value of the teacher’s guide book is 3.49 which is categorized as “Very Good” as well. Thus, it is concluded that the story-based English learning materials are appropriate for the third grade students of elementary schools.

Keywords: *elementary school students, English learning materials, story-based book*

Abstrak

Penelitian ini bertujuan untuk: (1) menemukan kebutuhan siswa kelas tiga sekolah dasar dalam belajar Bahasa Inggris, dan (2) mengembangkan materi pembelajaran Bahasa Inggris berbasis cerita untuk siswa kelas tiga sekolah dasar. Penelitian ini adalah penelitian Research and Development (R&D). Subyek dari penelitian ini adalah siswa kelas tiga sekolah dasar. Prosedur dari penelitian ini diadaptasi dari langkah-langkah dalam penulisan materi yang disampaikan oleh Borg dan Gall (1983). Langkahnya adalah melakukan analisis kebutuhan, mengembangkan course grid, mengembangkan konsep awal materi, mendapatkan evaluasi materi oleh ahli, dan memperbaiki dan menulis produk akhir dari materi. Instrumen dari penelitian ini adalah kuesioner dan panduan wawancara. Data dari kuesioner analisis kebutuhan siswa dianalisis secara kuantitatif menggunakan frekuensi dan persentase sedangkan data dari wawancara dianalisis dengan hati-hati menggunakan analisis deskriptif. Dari penelitian tersebut diketahui bahwa siswa membutuhkan buku yang dilengkapi dengan cerita dan gambar-gambar. Produk dari penelitian ini adalah materi pembelajaran Bahasa Inggris berbasis cerita untuk siswa kelas tiga sekolah dasar yang berjudul “Tell Me a Story” yang dilengkapi dengan buku guru. Di setiap unit dilengkapi cerita sesuai tema. Hasil dari expert judgement menunjukkan bahwa nilai rata-rata dari materi yang dikembangkan adalah 3.95. nilai tersebut berada dalam rentang $3.25 \leq x \leq 4.00$ yang masuk dalam kategori “Sangat Baik”. Selanjutnya, nilai rata-rata dari buku guru adalah 3.49 yang masuk dalam kategori “Sangat Baik” juga. Jadi, dapat disimpulkan bahwa materi Bahasa Inggris berbasis cerita layak untuk anak kelas tiga sekolah dasar.

Kata kunci: *Buku Berbasis Cerita, Materi Bahasa Inggris, Siswa Sekolah Dasar*

INTRODUCTION

Teaching English to young learners has become popular among elementary schools nowadays, even though the English subject belongs to an extracurricular or a local content in *Kurikulum 2013*. This curriculum allows schools to develop their own English teaching and learning activities. Hence, it forces English teachers to be more creative and innovative in conducting the teaching and learning process.

One of the reasons for starting teaching English to elementary schools is to gain excellent result in the use of English earlier. Hence, the children are expected to get tremendous learning input. The learning input itself can be from the teacher or any sources that are used in the teaching and learning process including books.

Textbooks or materials are important components which will affect the effectiveness of the English learning process. Tomlinson (2008) advises that English materials for young learners should be child-friendly. The teacher has to consider children's needs and interests as the main priority when choosing materials. It also needs to be suitable with the children's age as well.

Finding textbooks or English learning materials which accommodate both children and teacher's needs is quite difficult. The level of the materials are not always appropriate with the children's mastery of English. It is also usually found that the books contain full of texts, but very

few pictures. Besides, it is also found that the texts also contain errors in capitalization and punctuation.

In the teaching and learning process, the teachers also need to pay attention to the children's characteristics which are different from adults. Teachers need to provide activities which contain fun learning. Thus, children will not be suppressed in the process of teaching and learning. Stories can be one of the ways to make the children enjoy learning.

Materials which are developed mostly based on the use of stories are called story-based materials. Stories can gain many advantages particularly to the English teaching and learning. Stories can be inserted and matched to the themes of the school curriculum. Besides, children need to have fun and enjoyment learning and stories can be one of the ways.

By providing stories, the teacher can help the students to acquire the target language subconsciously. They can learn new vocabulary items sub-consciously by reading or listening stories. Acquiring language is also making the learning process less stressing. Besides, by acquiring language through stories, they will understand phrases and sentence patterns without learning them as adults do.

Stories can also be one of the ways to provide authentic texts to the students. The authentic text here is the reading text which is written by native speakers of the language. By that, language learners will

get input of the target language effectively from the authentic one.

Besides, stories are a good way in improving and developing students' language skills. They will learn the culture of the target language through stories and this will increase their intercultural competencies. It can be one of the ways to build good characters in children. Stories can spread their imagination and also can help them have good memories.

However, based on the observation at SDN Brosot, some problems arise in the English learning process related to the materials, activities and teaching method. The first is that the children do not have any course book; they only learn through the teacher's explanation.

Thus, they need to have a course book and story-based English learning materials may become one of the options. Further, story-based English learning materials give many advantages as mentioned above.

The problems of this research are formulated as follows.

1. What are the needs of the third grade students of elementary schools in learning English?
2. What are the appropriate story-based English learning materials for the third grade students of elementary schools like?

RESEARCH METHOD

This study aims to develop story-based English learning materials for the third grade students of elementary schools.

Therefore, this study was included into research and development (R&D). The goal of this type of study is to discover new knowledge (through basic research) or to answer specific questions about practical problems (through applied research).

The final result of this research is the developed story-based English learning materials for the third grade students of elementary schools. The developed materials are expected to meet the students' needs.

The procedures of the research were adapted from a model of R & D cycle proposed by Borg and Gall (1983). Those procedures are (1) conducting the needs analysis, (2) developing the course grid, (3) developing the first draft of the materials, (4) getting the materials evaluation by the expert, and (5) revising the materials and developing the final product.

The data of this research were collected through distributing questionnaires and conducting interviews. There were two types of questionnaires used in this research. The first questionnaire was made to obtain the data for the needs analysis and the second questionnaire was used to obtain the data for the materials evaluation through the expert judgement and the evaluation of the guide book appropriateness from the respondents. The data from the first questionnaire were analyzed using the descriptive statistics. The percentage of each answer in the questionnaire was calculated to define the students' preferences. The data from the

second questionnaire were analyzed based on Likert Scale containing four-point scale. Then, the data were calculated by using a formula proposed by Suharto (2005). Meanwhile, the data from the interviews were carefully analyzed through the descriptive analysis.

RESEARCH FINDINGS

The needs analysis was conducted in order to obtain information about the children's needs in terms of learning English. The instruments of the needs analysis were questionnaire for the children and interview guideline for the English teacher. The questionnaire consisted of sixteen multiple choice questions while the interview guideline consisted of 12 questions. The questionnaire was distributed to the third grade students of SDN Brosot on November 23rd 2016. The total number of the respondents were 26 students.

In terms of personal identity, the male students were less than the female students. It is related to the setting of the class, so that they are not too noisy and can focus in learning. Meanwhile, in terms of interests, most of the students really liked English and considered English lesson as a fun subject.

The students were learning English because they wanted to be able to comprehend and use English properly. This means that their consciousness in learning English was high because they wanted to be able to use English as a means of communication not only to fulfill the

compulsory subject at school or for other reasons.

In terms of lacks, their difficulty skill was various but writing got the highest percentage. Further, the story that they like was fable. In terms of input, the students liked stories as the learning input. They also thought that it would help them learn English.

In terms of themes/topics, the students liked animals, food and drink, and public places. However, the teacher had her own opinion related to the students' preference. Further, in terms of materials, most of the students liked to learn the materials using course books containing pictures and stories.

In terms of procedures, the students preferred doing worksheets, listening to stories, and having activities outside the classroom. Further, in terms of setting, the students liked to work in a group while work individually and work in pairs got the same percentage. In terms of learning media, the students preferred to have pictures, songs, and stories.

In terms of teachers' role, the students wanted to have a teacher who could move around the classroom, not only sitting in the chair. Besides, in terms of learner's role, the students wanted to **have an attitude** to do the teachers' command.

The interview to the English teacher gave other views about the students. The students were very active, like to move around and noisy. However, they could comprehend the materials well. The

activities were singing, coloring, cutting and sticking, playing game and doing worksheets.

In terms of lacks, the obstacle was the number of the students in one class which was too big. It was about 30 students. So, when practicing speaking, it was not effective as the others would be so noisy. Further, in terms of wants the students wanted to play games and other interesting activities. According to the teacher, the students liked fable and story tale, while the themes that they liked were food and drink, animals and parts of the body.

After analyzing the students' needs, the researcher developed the course grid. The course grid was the reference to develop the materials. It was developed based on the results of the needs analysis.

There are seven components in the course grid. They are unit number, title of the unit, theme, basic competencies, indicators, learning materials and procedures. The learning materials were divided into four sub-components which are story, vocabulary, expressions and grammar.

The next step after developing the course grid was developing the first draft of the materials. There are three units developed in the first draft of the materials. Each unit of the materials follows a certain unit pattern. They are Warm Up, Let's Listen and Speak, and Let's Read and Write.

After developing the materials, the researcher asked the expert to conduct the materials evaluation or the expert judgement process. A questionnaire was given to the expert in order to evaluate the materials. There were five aspects provided in the questionnaire: the appropriateness of the materials, the appropriateness of the teaching and learning activities, the appropriateness of the language content, the appropriateness of the learning input, and the appropriateness of the book design. Based on the expert judgement, it is concluded that the mean value of the materials is 3.95 which is categorized as "Very Good". In addition, another questionnaire was distributed to 10 teachers of English for children in order to find the teachers' opinion in evaluating the teachers' guide book. There are three aspects of the teachers' guide book to be evaluated. They are the appropriateness of the language, content, and layout. Based on the teachers' guide book evaluation results, it is concluded that the mean value of the teachers' guide book is 3.49 which is categorized as "Very Good".

CONCLUSIONS

The first objective of this research was to find out the needs of the third grade students of Elementary schools. In order to find out their needs, the needs analyses were conducted. There were two instruments namely questionnaires for the students and interview guides for the English teacher. The questionnaires for the students were students' personal identity,

interests, goals, lacks, wants, input, themes or topics, materials, procedures, setting, learning media, teachers' role and learners' role, etc., Further, the interview guidelines for the English teacher were teacher's personal identity, students' characteristics, input, lacks, wants, materials and necessities.

Based on the expert judgement, the developed materials were considered to be appropriate with the mean value of 3.95, categorized as "Very Good". Further, the teacher's guide was evaluated by 10 respondents and the mean score was 3.49 which was categorized as "Very Good" as well.

The developed materials were written based on the needs analysis and the course grid. It is a story-based book that contains three units. In its units, there is a story which is reflected theme. Unit 1 entitled *The Very Busy Spider* which reflects an animal theme. Unit 2 entitled *The Very Hungry Caterpillar* reflects food and drink theme. The last unit entitled *From Head to Toe* reflects parts of body theme. The developed materials were also completed with teacher's guide book. The teacher's guide book is aimed to be a guided for the teachers to use the developed materials.

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