

DEVELOPING A THEME-BASED SUPPLEMENTARY ENGLISH STUDENT BOOK FOR THE FIFTH GRADE STUDENTS OF ELEMENTARY SCHOOL

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Abstract

This research is aimed to: (1) find out the needs of the fifth grade students of Elementary School; (2) explain the steps of a theme-based supplementary English student book for the fifth grade students of Elementary School and (3) describe a theme-based supplementary English student book for the fifth grade of Elementary School. This research was a research and development (R & D) study in which the subjects were the grade V (*Ibnu Washil*) students of SD Muhammadiyah Sagan. The procedure used in this research adapting from Masuhara in Tomlinson (1998), the steps were conducting the needs analysis, writing the course grid, writing the materials, conducting the expert judgment, and revising the draft. In term of needs analysis, the results showed that: (1) they learned English to be able to comprehend and use English properly in both spoken and written; (2) regarding to the necessity, they need to know English words and meaning; (3) they found it difficult to comprehend conversations in spoken English; (4) they wanted to have a colorful supplementary English student book with pictures in the materials; (5) they expected to have interesting materials using pictures, songs, and games; (6) they expected to have materials of which the themes were family, sport, and shopping; (7) they liked to have group discussions in English learning process; (8) the teacher should monitor and help the students when it is necessary. Afterwards, the course grid was developed. The materials were developed into three units. Each unit consists of: (1) Warming Up (vocabulary builder); (2) Main Lesson (Let's Listen and Speak, Let's Say, and Let's Read and Write); (3) Reinforcement (Reflection). Further, the results of the expert judgment showed that the developed materials were appropriate in terms of materials content, presentation, language, and layout. The mean value of all aspects were 3.9 which was categorized as "very good" as it is in the range of $3.25 \leq x \leq 4$.

Keywords: supplementary book, elementary students

Abstrak

Penelitian ini bertujuan untuk: (1) mengidentifikasi kebutuhan siswa sekolah dasar kelas lima, (2) menjelaskan langkah-langkah buku pendamping siswa yang menggunakan pendekatan tema, dan (3) mendeskripsikan buku pendamping siswa dengan pendekatan tema. Penelitian ini merupakan jenis penelitian pengembangan dimana respondennya adalah siswa kelas V dari SD Muhammadiyah Sagan. Prosedur penelitian dikembangkan dengan mengadaptasi model Masuhara yang dikutip di Tomlinson (1998) dimana langkah-langkahnya meliputi melakukan analisis kebutuhan, membuat course grid, menulis draft materi, melakukan validasi ahli, dan merevisi draft materi. Terkait dengan analisis kebutuhan, hasil penelitian menunjukkan bahwa: (1) siswa belajar bahasa Inggris supaya bisa memahami dan menggunakannya dengan tepat baik secara lisan maupun tulis, (2) terkait dengan kebutuhan, mereka ingin tahu kosakata dalam bahasa Inggris beserta maknanya, (3) siswa menganggap bahwa memahami percakapan bahasa Inggris adalah hal yang sulit, (4) siswa ingin memiliki buku pendamping belajar yang berwarna-warni dengan gambar-gambar di dalamnya, (5) siswa ingin memiliki materi belajar yang menarik dilengkapi gambar, lagu-lagu, dan permainan, (6) mereka ingin belajar dengan tema seputar keluarga, olahraga, dan berbelanja, (7) mereka suka berdiskusi dalam proses pembelajaran, dan (8) mereka ingin guru senantiasa mengawasi dan membantu ketika mereka mengalami kesulitan belajar. Setelah proses analisis kebutuhan selesai kemudian course grid dibuat dan kemudian dikembangkan menjadi materi belajar utuh yang terdiri dari tiga unit. Masing-masing unit terdiri dari aktivitas (1) Warming Up (Vocabulary Builder), (2) Main Lesson (Let's Listen and Speak, Let's Say, and Let's Read

and Write), dan (3) Reinforcement (Reflection). Selanjutnya, hasil dari validasi ahli menunjukkan bahwa materi yang dikembangkan dikategorikan tepat dalam isi, penyajian, bahasa, dan layout. Rata-rata untuk keseluruhan aspek adalah 3.9 dan dapat dikategorikan "sangat bagus" karena berada di rentang $3.25 \leq X \leq 4$.

Keywords: buku pendamping, siswa sekolah dasar

INTRODUCTION

English has an important role as a communication tool among people of different nations. Having a good skill in English is one of the requirements for people to compete in global era. Also, there are 21st century skills in learning English that should be mastered by people, especially students. Therefore, the awareness of the importance of mastering English leads the stakeholders to provide English as one of the school subjects in primary school level. Additionally, Depdiknas in Permendiknas RI No 22 of 2006, *Standar Kompetensi Lulusan Satuan Pendidikan (SKLSP) Dasar dan Menengah* (2006) states that the standard of competence for English in primary schools level becomes one of the optional local content subjects, which means that schools have an autonomy to decide its own English teaching and learning implementation. It affects some certain schools to provide English as the optional subject.

Meanwhile, in SD Muhammadiyah Sagan, the English teaching and learning already runs well. The curriculum in the school is adapted from school based

curriculum. However, the school's learning resources do not reflect the implemented curriculum itself. The teachers tend to use *LKS (Lembar Kerja Siswa)* to support the English language teaching and learning. For some reasons, the teachers select some topics related to the language learning through the *LKS* that, in fact, does not cover all the materials. This leads the teachers to make additional learning materials in order to support the lacks in *LKS*. It aims to help the students in learning English in the classroom. Therefore, it is necessary to provide a book with a better quality in terms of presentations, contents, and materials.

Dealing with the problems above, the researcher would develop a theme based supplementary English student book. By using a theme based approach, it is expected that students' interests to English will increase and they will have meaningful learning experiences. Cameron (2001) states that theme based approach fits the way young learners naturally learn. This will help the students to practice in a more various tasks with different themes linking to the students'

interest in English classroom. Thus, it leads the researcher to develop a theme-based supplementary English student book for the fifth grade students of Elementary School.

LITERATURE REVIEW

Young learners are special students in learning a language. According to Brewster et al. (2002: 1), young learners learn language better than adults. Their brain is like a sponge. They can absorb the new language and information faster than older children. Moreover, children of primary age could acquire language effortlessly (Harmer, 2001: 37).

Furthermore, teaching English to primary school is necessary for students to maintain their language skills. For that reason, the teacher should make a comfortable atmosphere and fun learning. Also, language teaching should provide appropriate instruction in order to fulfil children's needs. Appropriate learning material is needed in English classroom, so that the students understand what they are learning about. Therefore, teacher should consider students' needs in teaching foreign language to children.

In primary schools, English teaching and learning are implemented differently. Some of the schools are provided English as

one of the extracurricular subjects, while others are not. Thus, the schools create their own curriculum implementation to fulfill the standard of the learning goals.

In teaching and learning process, materials are needed to support the activities. Materials refer to anything which is used by teachers and learners to facilitate the language learning. Tomlinson (1998: 13) states that good materials vary in style, mode medium, and purpose, and should be rich in³ features. Also, Hutchinson and Waters (1987: 10) defines that good materials should be clear and coherent unit structure which will help the teachers to guide learners in language process in order to maximize the learning chances through various activities.

Furthermore, Cameron (2001) adds that there is a framework to design tasks for young learners. The framework consists of three stages; preparation, core activity, and follow-up activity stage. In the preparation stage, the activity done is learning about language items and topic vocabularies.

To elicit the students in the English teaching and learning process, the theme-based approach was chosen because it is one of teaching approach that suits the way children naturally learn, Cameron (2001). According to Wesche and Skehan (2002:

220), this approach is the broader model of content based instruction which shows a “highly contextualized“ second language environment by using the subject matter as the content of language learning. Moreover, Brinton (2001), the language teaching approach is structured around certain themes or topics. Furthermore, many different activities are linked together by the content in theme based teaching either theme or topic relates to everything that happens in the classrooms.

RESEARCH METHOD

This research was categorized as Research and Development (R & D). It aims at developing an effective product that can be applied for educational programs. Masuhara in Tomlinson (1998) offers some steps in conducting this research. They are needs analysis, goals and objectives, syllabus design, methodology or materials, and testing and evaluation.

This research took place in SD Muhammadiyah Sagan, Yogyakarta. The school is located at Jalan Sagan Baru III, Terban, Gondokusuman, Kota Yogyakarta, DIY. The research was conducted in January 31st, 2018. The participants of the research were the fifth grade students of SD Muhammadiyah Sagan in the academic year

of 2017/2018. The researcher drew the needs analysis questionnaires data using the students of *Ibnu Washil* class as a population sample. The class consisted of twenty seven (27) students with almost equal distribution of male and female students.

The research procedure was adapted from Masuhara in Tomlinson (1998). There were collecting needs analysis, writing the course grid, writing the materials, expert judgment, and revising the draft. To collect the data, there were three kinds of instruments namely needs analysis questionnaires, interview guidelines and a rating scale of an expert judgment. The needs analysis questionnaires were structured on closed questions. Meanwhile, the expert judgment used a rubric rating scale form to evaluate the drafts materials of the prod 4. Besides, the instruments guidelines was in a form of interview addressed to the teacher to get information about the learners’ needs and the appropriate of the materials.

The two types of data gathered in this research were quantitative and qualitative data. Each type of data was analyzed using different data analysis techniques. The data from the questionnaire for needs analysis was analyzed by calculating the percentage of each answer. The answer with the highest percentage was considered representing

learners' actual condition. Meanwhile, the rating scale result of the expert judgment was quantitatively analyzes based on descriptive statistics which showed the mean and the standard deviation of the findings. The formulas used was one that was proposed by Suharto (2006) whereas the comments and suggestions by the expert were used as a guide and direction to revise the first draft of the learning materials developed and the descriptive analysis by adhering to data conversion table. In addition, qualitative data were gathered from the results of the interview. They were analyzed by using qualitative data analysis model proposed by Miles and Huberman (1994). There are three stages to analyze the data namely data reduction, data display, and data conclusion.

RESEARCH FINDINGS AND DISCUSSION

This part is divided into 2 aspects: Research Findings and Discussions. Research findings part presents of the results of the needs analysis, the steps of the product, and the product description. Discussions part discuss that the research findings thoroughly associates with the developed materials in order to reach the purpose of the study.

Based on the organization of the needs analysis questionnaire, the questions were categorized into ten different aspects.

They covered learners' personal identity, goals, necessities, lacks, wants, input, procedure, setting, teachers' role, and learners' role. . Some questions related to the students' identity were delivered to find out the information about learners' profile as the users of the product. The users of the product were learners who were ten to eleven years old from SD Muhammadiyah Sagan, Yogyakarta. In term of goals, most of students in learning English are to be able to communicate and use English both spoken and written. Meanwhile, 70.37% of them chose that their goal in learning English was to comprehend English conversation. In term of necessity, twenty students (74.07% of the total students) believed that they needed to know the English words and the meanings when they learn English. For the lacks, the data shows that the students got difficulties in vocabulary mastery and listening to the dialogues in English. Furthermore, in terms of wants, the students want to learn English using pictures and colorful book. For input, the students claim that the themes they want to learn with are sports, shopping, and my family. Regarding with the way to learn English, most of the students chose games. Moreover, they likes to read English stories which completed with many pictures. For input, most of the students' preference in

listening activities was 'listen and do' activities. Meanwhile, the students liked interview activities in speaking skills, also, they liked 'read and answer' activities in reading skills. In the vocabulary skills, the students prefer matching words and the pictures rather than the other activities. In term of setting, 74.07% of the students preferred to do the task in group-work setting, while 14.81% of them liked to do the task individually. For the teachers' and students' role, the students want the teachers monitor and help them in teaching and learning process.

After conducting the needs analysis, the next steps were writing the course grid. The results of the needs analysis were used to design the course grid of the materials. The course grid was a basis of the materials being developed. The course grid consisted of unit theme, basic competencies, indicators, learning materials consisted of language function, vocabulary and grammar, teaching and learning activities, and teaching aids. The theme of each unit employed in the course grid was based on the results of the needs analysis. Those were family, sports, and shopping.

After the course grid was developed, the next step of this research was writing the materials. There were two products which were student book and teacher's guide book.

In the student book, there are three units in the materials. Each unit consist of three parts namely warming up, main lesson, and reinforcement. The first unit part is Warming Up. It has a section which reflects of pre-activity to prepare the students in main activity. The activity is arranged to help students to have prior knowledge/schema building of the unit learned. The second unit part is Main Lesson which has three sections. The sections of the Main Lesson are Let's listen and Speak Up, Let's Say, and Let's Read and Write. All of the three sections of the Main Lesson are the part when the core activities are implemented. Moreover, the learning activities that are contained in this part are arranged in a varied and attractive ways. The next part is Reinforcement. It consists of reflection. Through this part, the students are given some questions which check their understanding to the materials the learned in the previous parts.

The teacher's guide book consisted of the introduction of the book, the course grid, step to deliver the materials, the answer keys, and recording text. The steps were described as good as possible to make the teaching and learning activities successful.

After the materials were developed, the next process was the expert judgment. The expert judgment process was conducted

to evaluate and validate the developed materials. The expert judgment questionnaire was derived from some points of evaluation proposed by language and materials experts. The expert judgment questionnaire was divided into five aspects namely the appropriateness of the materials content, presentation, language, layout, and teacher's guidance aspects. The mean value of the appropriateness of the materials content is 3.6. The mean value of the appropriateness of the presentation of the developed materials is 3.9. While, the mean score of both language and layout are 4. Additionally, the mean value of the teacher's guide book is 4. So, the overall means is 3.90. Since the mean value is in the range of $3.25 \leq x \leq 4$, the result of the expert judgment shows that the developed materials are "Very Good" and feasible to apply after being revised.

CONCLUSION

Regarding the findings, some conclusions are drawn. The conclusions are meant to answer the research questions which had been formulated in the first chapter of the research. The first conclusion is to answer the first research question which is related to the needs of the fifth grade students of Elementary School. Meanwhile, the second conclusion is to answer the steps of a theme

based supplementary English student book for the fifth grade students of Elementary School. Also, the third conclusion is to answer about the appropriate theme based supplementary English student book for the fifth grade students of Elementary School.

The first question in this research was the needs of the fifth grade students Elementary School. To find out their needs, the researcher conducted the needs analysis. The results of the needs analysis consisted of students' personal identity, goals, lacks, wants, input, preferred themes/topics, materials, procedures, setting, learning media, teachers' and learners' role.

In terms of students' personal identity, the results show that the students as respondents, there are more female students than male students. It influences the setting of team work or group discussions in the teaching and learning process. Meanwhile, related to the goals, the students' goal in learning English was to be able to comprehend and use English properly both in spoken and written context. Moreover, the students also want to be able to speak English fluently.

Furthermore, in terms of necessity, the students need to know English words. While in terms of lacks, the students found it most difficult in listening to the dialogues in

English. Also, the students had problem with English vocabulary. In terms of wants, the students expected to have a colorful book with a lot of pictures in the developed materials. They believed pictures would help them in comprehend the materials. As for input, they had a great desire in choosing the themes for the developed materials. Those are my family, sports, and shopping. The students also want to learn English through songs. In terms of learning activities which were covered in procedures, the students preferred to have group discussions while learning. This result was related to the setting of learning they favored. In carrying out a lesson, they liked to do it in groups. ' 7 s, they preferred discussion activities in learning. Furthermore, in terms of teachers' role, the students preferred to the teacher monitors and helps the students when it is only necessary. While, in terms of the learners' role in the classroom activities, students' will ask for help if they meet difficulties in doing the task.

To answer the steps of a theme based supplementary English student book, there were several steps in developing materials after conducted the needs analysis. The steps were writing the course grid, writing the materials, expert judgment and revising the first draft. In the course grid consisted of unit

title/topic; basic competencies; indicators; learning materials consisted of language function, vocabulary and grammar; teaching and learning activities; and teaching aids. The next step was developing student book. The design of the product consists of three units. Each unit was developed based on the course grid. There were four sections of each unit. Each unit consisted of warming up, main lesson, follow up activity, and reflection.

After the materials were developed, the next process was the expert judgment. A set of expert judgment questionnaire was administered to the expert to examine, evaluate, suggest, revisions, and decide whether the materials were appropriate or not to be implemented.

To answer the third question, the developed theme based supplementary English student book is considered appropriate. This theme based English student book for the fifth grade students of Elementary School as a supplementary was for enriching students' ability in learning English. The themes of each unit were used to make the materials meet the students' interest and students' needs so that they are meaningful as well as useful for them. The first part of each it is unit title and objectives. The unit title reflects to the theme of the unit. It is followed by the unit objectives which tell

the students what competencies that they will learn in the unit. Each unit of the developed materials employs a particular unit design which consists of Warming Up, Main Lesson, Follow Up activity, and Reinforcement. The warming up contains of vocabulary builder that will help students to the next activities. The Main Lesson consists of three main activities. They are Let's Listen and Speak Up, Let's Say, and Let's Read and Write. The follow up activity is the following activity after the main lesson. Meanwhile, the reinforcement consist of reflection. It aims to know the students' understanding towards the materials that they learned.

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