

DEVELOPING ENGLISH SPEAKING MATERIALS FOR THE 4TH GRADERS AT MI SITI MARIAM KELAYAN DALAM BANJARMASIN

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Abstract

This research aims to develop a fun and interesting English speaking material for the fourth graders at MI Kelayan Dalam Banjarmasin, South Kalimantan. The problem of this research is how the English speaking materials for the 4th grade students at Madrasah Ibtidaiyah Siti Mariam Kelayan, Banjarmasin developed. The type of this research is research and development (R&D). It is a research to develop and validate educational products. The techniques of collecting data used are interview, questionnaire, checklist, observation, and test. The procedures of research are based on the R&D cycle in which consists of need analysis, design, development, expert validation, revision, and final product. The experts validation showed that material developed had fulfilled adequate, good and excellent category for each item in the checklist for material evaluation. However, there are also some material should be revised such as the sequence of material, song and game used, and some spelling and grammar. In addition, the result of tests shows that means of students scores at the pre-test and post-test are 47.5 and 68.89. The "t" test comparing the two means showed that the difference between them is 21.39 with a t-value out, there is a significant increase in the students speaking ability. In conclusion, the material developed can be used as a supplementary material for helping the teacher to develop students speaking skill.

Key words: material development, speaking, EYL

INTRODUCTION

The history of teaching English to young learners was started by the Decree of Indonesian Educational and Cultural Ministry No. 0487/4/1992 about the involvement of local content (*Muatan Lokal*) in the curriculum of elementary school and the Decree No.060/U/1993 about introducing English to fourth grade students as the local course (Ekonomi, 2007: 9). Hence, there were many schools which started to teach English. Although at that time, the teaching and learning English to young learners did not have a very well concept in its implementation.

In line with the need of English as an International language to communicate in the global world, teaching English to young learners is becoming a booming issue in recent years. The reason of this demand is driven by the awareness of communicating in English in the global world is one of the most required life skill. Then, there are also some hypothesis stated that the process of foreign language acquisition will be foster for young learners. Young learners are students of elementary school between 6-12 years old

(Suyanto, 2007: 15). According to the Critical Period hypothesis, this is golden age period of language acquisition. The hypothesis stated that the ability to learn a native language develops within a fixed period, from birth to puberty. During this critical period, language acquisition proceeds easily, swiftly, and without external intervention. Consequently, young learners can learn a second or foreign language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition (Cameron, 2001: 13). This theory obviously shows that teaching English during these formative years has a great benefit in fostering the acquisition process.

Cameron explained that young learners' characteristics make them often more enthusiastic and lively learners in learning rather than adults or adolescents. They will have a go at an activity even when they do not quite understand why and how (Cameron, 2001: 1). However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Harmer (2001: 40) said "They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so." This latter point is a challenging problem to be solved for English teachers of elementary schools. Teachers play important roles in the classroom.

The teachers' ability to offer a fun and enjoyable English class is the most challenging task for them to make young learners engaged during the lesson. In addition, Suyanto (2011) suggests that teachers of young learners should have a capability to select and develop teaching material in order to suit with the learners' need. Development in teaching material is significantly needed to make a better improvement in the quality of teaching and learning. Material development can be done by changing, revising, or renewing the material when it is unnecessary, incorrect, and out of date.

In fact, Suyanto (2011) found, many of English teachers cannot fulfill these tasks. They argued (1) time allocation for English lesson is not enough; (2) The amount of students in the class is too many; and (3) they do not have time to prepare the media. These situations make many of them use textbook as the main and the only one media in teaching and learning process. In other hands, Suyanto found on her research, there are only 19, 04% of the textbooks can be categorized as "good quality" while others are "enough" and "poor."⁷ Meanwhile, textbook or material is a significant source to help young learners learn the target language. Therefore, the teachers' capability to select and develop the material is essentially necessary.

Then, the writer found the case of teacher's difficulty in developing the material on the interview with an English teacher of Siti Mariam Islamic Elementary School. It is a private school located in Kelayan Dalam Banjarmasin. She admitted that she just taught students based on what available in the textbook so that it seems no selection and development on the material. There is no lesson plan prepared before coming to the class. On the prior observation, the writer found, the teaching and learning process run with poor media. Repetition drill is the common technique used in the classroom. There are also no facilities from the school to support the learning process except chalkboard and blackboard. Thus, the learning atmosphere seems monotonously regardless the high enthusiasm of students in learning English. In addition, the teacher also complained that English textbook available outside is too difficult to be used for teaching English mainly

for speaking. Some material for the 4th grade is more appropriate for students of junior high school rather than elementary school.

Responding to this, the writer interested in helping the teachers to develop the materials. The writer then chooses speaking skill as the scope in his research. This choice is based on a consideration that speaking is one of skill that frequently neglected by the teacher. Students are mostly taught to imitate what the teacher said rather than to use the target language in a simple communication. The teacher argued that how they can speak if they can't pronounce well. In contrast what the teacher said, theoretically, Bumpass in Ekonomi (2001: 2) states "Young learners essentially can learn another language and use it to speak and use utterances without leaving out the native pronunciation." Next, the writer consider if the try out subjects of this research are the 4th grade student in which they experience first acquisition in the foreign language in context of that school, it will give an opportunity in constructing their positive impression toward English. Another reason is the Cleveland Plan (as cited in Ekonomi, 2001: 4) for Language Study's recommendation for elementary school "The younger the child, the more easily does he acquired a new language and a perfect pronunciation." Therefore, by intending the development of material for the 4th grade students hopefully it will make better improvement of their speaking skill.

METHOD

The design of this research is educational research and development (R&D). It is a process used to develop and validate educational products (Borg & Gall, 1983: 771). This kind of research is relatively new comparing with others in education field. The goal of educational R&D is to develop a product that can be used in educational practice. The process in this research usually called as R & D cycle in which it is explained by Borg and Gall (1983: 772) as follow:

The process consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage.

Accordingly, to carry out the writer's research, he should look for an instructional development model. Seels and Richey (as cited in Gustafson & Branch, 2002: 13) defined it as an organized procedure that includes the step of analyzing, designing, developing, implementing, and evaluating instruction. One of popular ISD models is ADDIE model. The word "ADDIE" stands for the five phases in the process which has same meaning with the definition of ISD above. Therefore, Molenda said ADDIE model, exactly, not to have single author. It is rather an umbrella term that refers to family models that share a common underlying structure. It is an acronym referring to the major processes that comprises the generic ISD process: Analysis, Design, Development, Implementation, and Evaluation (Gustafson & Branch, 2002: 23). The following is graphical representation of the ADDIE model, by Prof. Steven J. McGriff. It illustrates the relationship between the phases of the instructional design process.

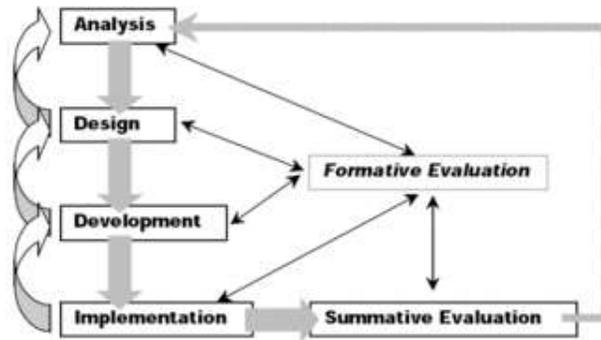


Figure 1 Steven J. McGriff's ADDIE Model

The writer is interested in using the ADDIE model because it could be used for any type of learning. It is simple but includes all the components found in all other instructional design models. On the purpose of this research, the writer tried to look for a modification of the ADDIE model which allows him for validating the material developed to the experts of teaching English to young learners. It is based on a consideration that he is not an expert in this field. Then, he found the modified model in Oktaviani (2008: 17). Here are the flow chart:

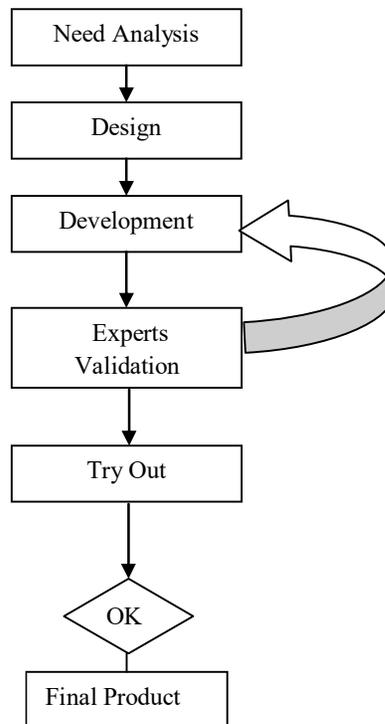


Figure 2 The modified ADDIE Model in Oktaviani

As seeing on the model, this research results a final product. Here, the product was in the form of module that could be used as the teacher's guide and student's book to improve the students' speaking skill. The module was designed practically based on the syllabus, teacher's direction, and the result of need analysis.

To gather the data, the writer used four main instruments: interview, questionnaire, observation, and test. Interview was used to collect the data related to students' needs. It was conducted by having a discussion with the teacher about the materials and method commonly used by the teacher, the students' abilities, their strengths and weaknesses, the media available in the classroom, the students' interests and their learning preferences. Next, questionnaire was delivered for both the students and the experts of EYL. Questionnaire for the students contained simple questions about what topic, media, materials, and teaching method that they like and they do not. Meanwhile, questionnaire for the expert was in form of a checklist. This checklist was intended to know whether the material developed was good to be used for EYL class. Then, observation was conducted to find the weaknesses of the materials during the process of try out. Last, test was administered before and after the try out in order to know the effectiveness of the materials to help students improve their speaking skill.

FINDINGS AND DISCUSSION

Material Development

Based on the result of need analysis, the English material was developed to help the teacher guiding students' activities in teaching speaking. They are presented in five units. The writer decided to write five units based on the interview with the teacher that she usually teach about four units in a semester. The writer consideration of writing the material into five units also based on the analysis on the syllabus. The students should be able to mastery four basic competences at the first semester. These basic competences then put one by one in each unit. Hopefully, those goals can be achieved effectively.

Every unit could be used for 2 meeting. Hence, for the purpose of research, it supposed to be taught for 10 meeting. That is why these development materials tended to be a supplementary book for helping both teacher and students in teaching and learning English for 1st semester combined with other textbooks.

The development materials were written in two kinds of books. They are students' course book and teacher's guide book. The materials exactly are the same but for the teacher, it is equipped with teacher's guidance, answer key, CD-room, puppet, and flashcards. Teacher's guidance and answer key are made as a guide for the teacher to describe about how the activities should be and the answers of exercise available in the textbook. The CD-room consisted of song, nursery rhymes, tongue twisters, and audio for listening practices. Then, flashcards and puppet are inserted as media to help the teachers introducing new vocabulary or modeling a dialogue.

The material developments are written based on a certain themes. The sequences are Introduction, Food and Drink, Number, Colors, and Part of Body. These themes were taken based on the interview with the teacher, the result of students' questionnaires, and study towards some textbook for fourth grade students in first semester. In every unit, each activities has arranged for taking time about 3-5 minutes, except for games and song probably takes about ten minutes. There are a lot of activities in each unit on the purpose to achieve the learning objectives. Generally, the activities can be categorized as follows:

1. Vocabulary building activities such as look and say, look and match, look and circle, write and say, look and color, listen and sign, listen and do, and filling a puzzle.
2. Pronunciation activities such as listen and sing, listen and say, listen and repeat, read and say.
3. Speaking activities such as complete and practice, read and practice, listen and respond to the story, practice with a partner, game, and role play.
4. Self-study activity such as filling a puzzle and completing a comic strip.

The Result of Expert Validation

The validation of material is given by two experts of teaching English to young learners: Dra. Andi Irlina, M.Hum and Dra.M.F. Sri Ekonomi, M.Pd. The writer gave each of them a checklist for material evaluation. The checklist contained several criteria such as, goal, communication, culture, critical thinking skill, bias, flexibility, physical appearances, supplementary material, and spelling and grammar.

In brief, according to the experts the material developed has fulfilled adequate, good, and excellent category for each item of material validation. There was no item which is in not applicable or poor category. However, there are also some comments from the experts as a consideration for a better development of the material. They were:

1. Some of audio material, mainly songs, should be revised. Some of the songs are not very attractive and sang using men's voices. In the contrary, women's voices are more attractive for young learners.
2. The exercise should be in various, such as fill in the blank or make exercise in form of game.
3. Topic arrangement should be rearranged. Begin from the learners themselves.
4. The sequence of teaching in each unit should be arranged regularly.
5. Some misspelling and grammatical error should be fixed.
6. Insert some additional topics such as daily activities, telling time, family, and describing people.
7. There are too many characters. Choose one or two characters or make your special characters.

The Result of Observation and Try Out

After revising the developed materials based on the experts' advises, the materials were tried out to 4th graders at MI Siti Mariam for two months (8 meetings). During the process of implementation, the writer used the materials and the teacher became the observer to notice the weaknesses of the materials. Here was the result of observation:

Table 1 The Observation Findings On The Lacks of Material During Try Out Stage

No.	Unit	Weaknesses
1.	Unit 1	<ul style="list-style-type: none"> - It should be more activities to solve students problem in pronouncing the alphabets A, E, H, I, R, W, and Y. - The game could not implemented because the lack of space. - Conversation using single pictures with some bubbles was difficult for students. - This unit contains two topics that would be better if it is divided into two units.

2.	Unit 2	- The story was difficult to understand. - Conversation using single pictures with some bubbles was difficult for students. - The students difficult to express what they were going to talk in the role play
3.	Unit 3	- The song is difficult to sing. - Conversation using single pictures with some bubbles was difficult for students.
4.	Unit 4	- There was no grey color in students' coloring pencil. - The song was uninteresting.
5.	Unit 5	- Parts of body were taught were too much. - The song was difficult to sing.

Before trying out the materials, the writer also conducted a pretest to measure students' speaking ability before the materials applied. After the try out process was accomplished, the writer administered the same type of test to better understand their progress. In the pretest, the mean of students speaking score was 47.5. Then, in the posttest the mean was 68.9. Based on the result of t-test, it also was found that the t-value (5.2) was out of the t-table (2.07). It meant that the material developed gave significant effect on students' speaking skill.

Final Product

After revising the material based on the observation result, the final product of this research was a students' course book and teacher's guide book. Each of books consists of six units. The topic for each unit are greeting and parting, introduction, part of body, colors, things in the classroom, and food and drink. The teacher's guide book was equipped with answers key, teacher's guide, and attachment. This book also equipped with visual and audio supported material. They are flashcards in some themes related with each unit. Meanwhile, the audio material consists of songs, chants, pronunciation practice, tongue twisters, and audio for listening exercise.

CONCLUSION AND SUGGESTIONS

Conclusion

Speaking is one of important skills that should be taught for students since earlier age. Young learners have some advantages to support them in developing this skill. However, some teachers did not take these advantages. One of the teachers reason was it is difficult to teach them that skill. This problem, exactly, can be solved through developing material which is suitable with the learners' need. It can be achieved by following some procedures of development.

The result of developing material was in the form of students' course book and teachers' guide book. The writer had passed some step in developing the material. They are need analysis, development, experts' validation, try out, revision, and final product.

In need analysis, the writer found that the teacher's and the students need a simpler material in English basic level. The material also should provide various activities to develop classroom's speaking activities and engage students' attention.

In development, based on the result of analysis the writer designed the material. Then, by consulting with the syllabus and studying some English course book for

elementary school, the writer wrote five units for first semester. The topics were greeting, part of body, colors, things in the classroom, and food and drinks.

In expert validation, the writer asked two experts to review the material and give score for several criteria namely goal, communication, culture, critical thinking skill, bias, flexibility, physical appearances, supplementary material, and spelling and grammar. The result showed there were no items of material validation which was categorized as not applicable or poor. Some of parts that need to be revised were the arrangement of topic, the kind of exercises, the consistency of teaching and learning sequences, the characters used, songs and games, and some misspelling and grammatical error.

Next, in the try out process there were also some parts that should be revised such as the songs used, additional pronunciation practice for some alphabets, shorts story used, the pictures used for conversation practices, and the amount of words taught. In this stage, the writer also gave pre and post-test for evaluating the effectiveness of material developed by using paper and pencil test for speaking skill. The result showed that there was significant increase in the students speaking skill ability.

In the revision, the writer had to revise the product based on the findings in the try out stage. After having revision, the final product had been ready to be applied in to the 4th grade students as a supplementary material for teaching speaking skill.

Suggestions

Based on above result, the writer may give some recommendation for the teacher and 4th grade students at MI Siti Mariam Kelayan Dalam Banjarmasin in using this product.

For the teacher, this product is in the form of textbook so that it will not give much effect for developing students' speaking skill except it is used by appropriate techniques of teaching. The teacher may use the teacher's guide or develop more various techniques for a better result. In addition, it is a supplementary material so that may be combined with other textbook. Other teachers also can use this book by considering the students' needs.

For the students, this product provides a self-study that may be used to improve their ability in speaking skill through a fun way.

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