
DESIGNING LEARNING MATERIALS FOR TEACHING STUDENTS OF ENGLISH VILLAGE AT PARIT NANAS

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Abstrak

Penelitian ini bertujuan untuk memberikan tambahan modul Bahasa Inggris bagi siswa Kampung Bahasa Inggris di desa Parit Nanas yang belum memiliki kesempatan belajar Bahasa Inggris di sekolah-sekolah formal. Penelitian ini menggunakan pengembangan model ADDIE yang meliputi 5 tahap yaitu Analisis, Perancangan, Pengembangan, Implementasi, dan Evaluasi. Subyek penelitian adalah 10 siswa sekolah dasar dari 22 siswa yang mengikuti program English Village di Parit Nanas, Pontianak. Teknik pengambilan sampel yang digunakan adalah teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah lembar kerja siswa, angket respon siswa dan lembar validasi ahli. Hasil penelitian berdasarkan Analisa data menunjukkan bahwa tingkat validasi LKS dari aspek materi dan grafis adalah dengan nilai rata-rata 68,75 % dengan dengan kriteria layak untuk digunakan. Sedangkan kepraktisan LKS Berbasis Genre pada materi siswa English Village Parit Nanas adalah dengan nilai rata-rata 79,4% yang termasuk dalam kriteria kepraktisan. Dari hasil penelitian ini menunjukkan bahwa penggunaan bahan ajar berupa LKS dapat membantu siswa untuk dapat mengembangkan kemampuan dasar bahasa Inggris sehingga dapat diterapkan dalam konteks sosialnya.

Kata kunci: Pengembangan, Materi Pembelajaran, Lembar Kerja, model ADDIE, Pendekatan Berbasis Genre.

Abstract

This study was aimed to provide supplementary English Language module for students of English Village in Parit Nanas village who did not have any English learning opportunities at formal schools. This study used development of the ADDIE model which includes 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation. The research subjects were 10 school students out of 22 students who took part in the English Village program in Parit Nanas Village, Pontianak. The sampling technique used was a purposeful sampling technique. The instruments used to collect the data in this study were student worksheets, student response questionnaires and expert validation sheets. The results of data analysis showed that the level of validation of the LKS from the material and graphic aspects was with an average value of 68,75 % with a feasibility criterion. While the practicality of the Genre-Based students' worksheet (LKS) materials on the English Village Parit Nanas indicated an average value of 79,4 % with a practical criterion. The results of the study suggested that the use of teaching materials in the form of LKS could help students to be able to develop basic English skills that, in turn, enabled them to use the skills in their social context.

Keywords: Development, Learning Material, Worksheet, ADDIE model, Genre-Based Approach.

INTRODUCTION

English is an international language used to communicate around the world. Especially helping the people of Indonesia to increase the nation's competitiveness in a global society. English, especially at the elementary school level, aims to help students to be able to improve their communication skills and have an awareness of the importance of learning English. Since the curriculum was introduced in 2013, English is no longer offered in primary schools as a compulsory subject and, thus, it is considered as a local content. This curriculum causes English to become more unfamiliar to children, especially in elementary school. Meanwhile learning English as a foreign language in elementary school can lay a solid foundation for children.

There were some obstacles in Parit Nanas English village learning process, especially in primary school. First, students think that English is a very difficult and boring subject, so the students often do not seriously participate in the English learning process. These phenomena are in line with Sukamerta's statement (2013: 4) that mastering English in basic education contexts in Indonesia is not successful compared to neighboring countries, such as Malaysia and Singapore.

Therefore, English Village courses in Kalimantan Barat need to be part of non-formal education to develop children's English communication skills. The implementation of the English village curriculum as a non-formal education curriculum allows the introduction of English village communities from an early age through materials created according to the needs of the village community rather than relying on a national curriculum that may not be adapted. In the context of the current study, English village courses are introduced to meet the needs of learning English in Parit Nanas, Pontianak.

A variety of teaching materials were found, one of which still uses a teaching material that conforms to the government's educational philosophy. However, this present study did not use textbooks for English-speaking rural backgrounds. Therefore, what is new in this study is the design of teaching materials in the context of English villages. Teaching materials are something used by teachers or students to facilitate the learning process (E. Kosasih, 2021:1). In terms of teaching material, several studies have been carried out both in

Indonesian and international contexts. In particular, previous studies have investigated the use of genre-based approach materials in the context of formal education. However, the study that focuses on these topics in the context of non-formal education is limited. Therefore, to address this gap, the current study used a genre-based approach within the framework for Systemic Functional Linguistics (SFL GBA) as a framework for designing the materials for the English village project in Parit Nanas.

The genre-based approach had been widely used around the world including in Indonesia. Genre-based approaches have been widely used in secondary education to teach different types of writing and speaking, as these methods are also often used to teach writing, especially writing science in higher education (Aunurrahman et al., 2017c; Emilia & Hamied, 2015; Nagao, 2019). Text-based methods are effective in improving students' argumentative writing skills (Indrayatti, 2015). This researcher found that teaching stages in the genre-based are parallel with stages in teaching writing. The genre-based approach directs students to be able to understand and produce texts in a variety of contexts, oral or written.

Mainly, in this study, it was decided to develop teaching materials that have been applied to improve the quality of learning in Parit Nanas, both urban and rural, by following the needs of the school. Looking at the results of previous studies, it turns out that no one has implemented it in the context of English village where the students do not only come from the basic education level but also the secondary education level. Therefore, this study wanted to find out how a genre-based approach to teaching English to English Village Parit Nanas students is.

METHODOLOGY

Research and development is the research method used in this study. The ADDIE model includes analysis, design, development, implementation, and evaluation. The Researchers employed ADDIE Models as a guide for designing teaching materials. This research procedure adapts the ADDIE development model which consists of five stages (Sugiyono, 2015).

To be able to produce certain products, it is necessary to conduct a study with the purpose of testing the effectiveness of these products so that they can function in the wider community. In the present study, the researchers intended to design teaching materials (products) and testing these materials if they can be used effectively and can be used in the wider community. In line with these purposes, the researchers, therefore, conducted a study by utilizing Research and Development design.

This study involved 10 students out of 22 students as the research subject, who were deliberately selected as the research subject. These students were enrolled in Parit Nanas English Village in Siantan Hulu, Kalimantan Barat, Indonesia.

The sampling technique used in this study was a purposeful sampling technique. The researcher identified and selected individuals or groups of individuals who were incredibly knowledgeable about or experienced with existing phenomena under the study (Cresswell & Plano Clark, 2011).

Based on the selection of three student texts which will later be analyzed and studied in this study. It is intended for researchers to analyze and specifically examine learning strategies that are viewed from three levels related to the learning capacity of low-level, medium-level, and high-level students in English learning activities in order to improve and assess students' English skills. In essence, through learning activities at English Village Parit Nanas, the process of learning English is not only presented in the form of written texts but students' speaking actions will also be recorded and transcribed to review the development of their English skills.

FINDING AND DISCUSSION

Analyze

The early stage of this study was to analyze the needs of developing additional learning modules and, thus, the researchers collected data and information relevant to the research problem. The data were then analyzed for learning needs. Researchers obtained these information needs through questionnaires. This learning needs analysis was the first step towards any questions or needs in Parit Nanas English village. In addition, this needs analysis provided a solution for researchers to develop additional learning module products that were in accordance with the abilities of students at English Village Parit Nanas. Once the problems were identified, the researchers developed additional learning modules, as explained in the following section, that could meet the needs of students in the field that would help students learn English more easily.

Design

The development of the module started with designing the cover of Supplementary learning module. The cover of the book entitled "Parit Nanas English Village English Module". The placement of the title is different, for the title "English Module" is placed on top with a larger font, while the title "Parit Nanas English Village" is placed in the middle with a smaller font at the bottom of the first title. There are photos of teaching and learning activities in the English village of Parit Nanas to add to the aesthetics of the cover, the researchers also chose colorful as the theme on the cover to attract students' interest.

The cover of this learning module has not changed. The validator did not provide suggestions for improvements in terms of title, text, color, image or design. Based on the validation results, no changes are made to the module cover. The next stage was designing the Content of supplementary learning module. The content of this learning module underwent several changes, including providing illustrations and pictures, speaking materials in the form of dialogue, and instructions using Indonesian language.

There was no change in the foreword section. From the validation data, there were no comments or suggestions to make improvements. The appearance, layout, typeface, and words presented were still the same as the initial product.

There were no changes or improvements made in this section. The appearance in terms of layout, color and design was the same as the initial product. On the validation results there were no comments or suggestions for improvements.

The materials in this module had not changed. The validation results only suggested providing pictures and illustrations to make the module more interesting. Improvements were made to each unit, the appearance of the material was changed from the previously plain to be more colorful. In the students' worksheet section, there were improvements that have been made. The first improvement was a change in the appearance of the questions. The next improvements were made based on the comments and suggestions of the validator to add questions for the group, and the question instructions were added to Indonesian.

Develop

Once the initial draft of teaching materials or module is ready to be developed, the researcher needed to develop these learning materials or module to determine the feasibility. Therefore, the researcher distributed validation sheets to the validators who validated the materials and media used in the development of learning materials or module in this study before being implemented to the students of English Village Parit Nanas. This was done to provide an assessment of the development of learning materials or module in the form of comments and suggestions as a conclusion to the revision of the product to be developed. The following was a validation sheet for material experts and media experts as a form of assessment of the development of learning materials or module in this study. For the validation by module expert, the product of the learning module for learning English in Parit Nanas English village was printed into a book. The printed book product was then given to the validators in order to be validated. The validators were English lecturers at English Study Programme of IKIP PGRI Pontianak

The purpose of gaining validation from experts was to obtain experts' opinion related to the originality of the design of the materials. The questionnaire was distributed to the validators to be used as the tool for the assessment. Items in the questionnaire were modified according to BNSP material standards.

According to the NBSB, four factors are considered in determining whether a book is suitable: content, presentation, language, and appearance. Therefore, a questionnaire was developed to assess the extent to which the material met these requirements. Here is an overview of the results. The Result of Supplementary Learning Module Validation.

Sum: Validator 1 = 44, Validator 2 = 88

Percentage: Validator I = $\frac{44}{96} \times 100\% = 45.83\%$, Validator II =

$\frac{88}{96} \times 100\% = 91.67\%$

Average Percentage = 68,75%

Criterion: Feasibility

The validators provided suggestions and feedback on the Supplementary Learning Module. Validator 1 suggested to provide a worksheet at the end of each theme and providing instructions that engaged students to learn 4 English skills. Validator 2 commented that the learning module was pretty good and closer to the needs of students.

According to the experts' validation evaluation results of the Supplementary Learning Module, the Media Validation Points were 44 and 88, respectively, with a percentage of 68.75. The Supplementary Learning Modules had eligibility criteria and the descriptions did not need necessary revisions. Based on the procedure carried out in this study, the ADDIE procedure, including an analysis phase, a design phase, a development phase, an implementation phase, and an evaluation phase, to increase the learning modules, was applicable to the Parit Nanas English learning activities.

Implementation and Evaluation

Furthermore, the implementation and evaluation stages of this research were conducted in 2 meetings of teaching English learning to the students of English Village Parit Nanas using 2 topics from the worksheets that have been prepared, namely the topic of Introducing myself and Introducing others. The teaching of English in this study was carried out using a genre-based approach consisting of 4 stages, namely building knowledge of the field, modeling, joint construction, and independent construction. The following are the steps for teaching English to the

students of English Village Parit Nanas using a genre-based approach. 1st Meeting (Introduction myself) Learning activities were carried out at the first meeting before starting the learning activities, the tutor asked one of the students to lead a prayer together.

In building knowledge of the field stage, students listened to the teacher's explanation of the Introduction material. After the students listened and read together the material about Introduction my self, the students identified the vocabulary in the text of the introduction text. The teacher provided guidance to students to fill in the assignments in the module. At this stage, the teacher built students' knowledge by explaining the material and practice, and finding the meaning of the introduction text.

In the modeling, the teacher gave an example in identifying the meaning of the introduction. The teacher gave an example in identifying vocabulary from the introduction text. At this stage, the teacher became a model in identifying the meaning, the vocabulary used, and practicing directly so that students could easily understand the text of the introduction.

In joint construction, students could identify the meaning and vocabulary of the My Teacher. Students and teacher together did practice the dialogue. At this stage, the teacher and students practiced together how to read which was guided by the teacher.

In independent construction, students independently worked in pairs or in groups of 2 students to practice the dialogue. At this stage students practiced the dialogue that was given by the teacher.

In the 2nd Meeting, learning activities were carried out at the first meeting before starting the learning activities to teach new material. The tutor asked one of the students to lead a prayer together. Then, they continued by repeating the learning material that the students had learned the previous week.

In building knowledge of the field stage, students listened to the teacher's explanation of the Introducing others material. After the students listened and read together of the material about Introducing others, the students identify the vocabulary in the text of the conversation text. The teacher provided guidance to students to fill in the assignments in the module. At this stage, the teacher built the

students' knowledge by explaining materials and practice and finding the meaning of the conversation text.

In modeling and joint construction, the teacher gave an example in identifying the meaning of the conversation text. The teacher gave an example vocabulary from the text. At this stage, the teacher became a model in identifying the meaning, the vocabulary used, and practicing directly so that students could easily understand the text of the Introducing others.

In joint construction, students could identify the meaning and vocabulary of the Introducing others. Students and teacher together did practice the dialogue. At this stage, the teacher and students practiced together how to read which was guided by the teacher.

In independent construction phase, students independently worked in pairs or in groups of 2 person to practice the dialogue. At this stage students practiced the dialogue given by the teacher.

In this study, the practicality assessment was filled out by 10 students of English village Parit Nanas regarding their responses to the LKS that had been developed. In addition, suggestions and input in response to the worksheet were considered in revising the worksheet. The score obtained from the response questionnaire was calculated using the following formula.

The results of the percentage of student response questionnaires can be seen in the following:

$$\text{Sum} = 397$$

$$\text{Percentage index (highest score)} = \frac{43}{50} \times 100\% = 86\% \text{ (Very Practical)}$$

$$\text{Percentage index (lowest score)} = \frac{37}{50} \times 100\% = 74\% \text{ (Practical)}$$

$$\text{Percentage index (average)} = \frac{39,7}{50} \times 100\% = 79,4\% \text{ (Practical)}$$

The Results of The Student Response Questionnaire Analysis Respondent Students= 79,4% (Practical)

The results of the students' response on questionnaire that were obtained as an evaluation of the practicality of learning materials in the form of worksheets used during the English Village Parit Nanas with a percentage of 79.4% indicated that to the LKS had practical criteria for learning materials.

Regarding the product developed in this research, the teaching material prepares 8 subjects in the form of worksheets with different material themes related to the social background of the students. The learning materials were compiled according to the needs of the students who just started learning English, especially the primary school students, in Parit Nanas. The materials were also related to the development of the curriculum used in the current education system, namely the 2013 curriculum. All the teaching materials in this study were developed through the ADDIE model research procedure.

The ADDIE model consists of 5 phases, namely 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) Evaluation. The following is a brief introduction to the goals of the five stages of the ADDIE model, including the analysis stage, which aims to analyze the learning needs of students and the needs of developing new products. The design phase aims to create the product design that will be developed.

Based on previous research, the analysis of the educational material developed in this study was carried out by providing assessments in the form of questionnaires as a form of validation sheets adapted from 2008 BSNP criteria (Verawati, 2019). Guidance materials were validated by material validators and media experts and covered multiple aspects of the test feasibility assessment, such as content feasibility aspects and presentation feasibility aspects of material validation. The Assessments of graphic feasibility and linguistic feasibility helped validate media. The effectiveness of LKS as a teaching material for teaching English to English Village Parit Nanas students has been validated by LKS material experts, as the teaching material in this study achieved an average percentage of 68.75%.

CONCLUSION

Based on the results of the overall research and discussion of the English Village program where the study took place, the use of ADDIE procedure in developing supplementary teaching module suggested to be an effective and appropriate procedure. The learning materials developed through ADDIE that included the stage of analysis, design, development, implementation, and evaluation resulted in the learning materials were feasible and practical. The

modules that were designed contained learning materials that were related to the daily lives of students and these learning materials helped the tutors in conveying the structure of the materials. In addition, the tutors might use a genre-based approach as the teaching strategy with a focus on teaching English in a social context. Teaching using a genre-based approach is suggested to increase students' active learning independently with the help of tutors. The level of validity of the Parit Nanas English module from the aspect of content, presentation, language, and layout are suggested to be categorized as feasible criterion. Furthermore, the contents of English materials were taken from the latest sources and the language used in the material was in accordance with the language skills and cognitive development of students. The language used in the English material is clear, understandable and accurate that, in turn, enabled the students learn English more easily.

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