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

**KELURAHAN SIANTAN HULU**

**Stevani Saimima1, Maliqul Hafis2, Sahrawi3**

English Education Study Program,IKIP PGRI Pontianak

e-mail: stevanisaimima19@gmail.com

**Abstrak**

Penelitian ini bertujuan untuk memberikan tambahan modul Bahasa Inggris bagi siswa desa bahasa Inggris di desa Parit Nanas yang belum memiliki pengalaman belajar Bahasa Inggris di sekolah. Penelitian ini menggunakan pengembangan model ADDIE yang meliputi 5 tahap yaitu Analisis, Perancangan, Pengembangan, Implementasi, dan Evaluasi. Subyek penelitian adalah siswa sekolah di Parit Nanas. Ada 22 siswa yang mengikuti program English Village. 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 pendataan menunjukkan bahwa tingkat validasi LKS dari aspek materi dan grafis adalah dengan nilai rata-rata 68,75 % dengan kelayakan termasuk kriteria. 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 disimpulkan 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 research was aimed to provide supplementary English Language modul for students English village in Parit Nanas village who do not have experience learning English at school. This study used development of the ADDIE model which includes 5 stages, namely Analysis, Design, Development, Implementation, and Evaluation. The research subjects were school students in Parit Nanas. There are 22 students who take part in the English Village program. The sampling technique used was a purposeful sampling technique. The instruments used in this study were student worksheets, student response questionnaires and expert validation sheets. The results of the study based on the data collection showed that the level of validation of the LKS from the material and graphic aspects was with an average value of 68,75 % with feasibility including criteria. While the practicality of the Genre-Based LKS on the English Village Parit Nanas student material is with an average value of 79,4 % which is included in the practical criteria. From the results of the study, it was concluded that the use of teaching materials in the form of worksheets can help students to be able to develop basic English skills so that they can be applied 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 make students able to improve their communication competence skills and have an awareness that the basics of learning English are very important to master. Since the curriculum was introduced in 2013, English is no longer offered in primary schools as it is not compulsory and only has local content. This law makes English more and more unfamiliar to children, especially in elementary school, and 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 students often do not seriously participate in the English learning process. As quoted from (Sukamerta, 2013: 4) which states that mastery of English after basic education 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. English village courses are introduced to meet the needs of learning English in Parit Nanas.

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 study did not use textbooks for English-speaking rural backgrounds. Therefore, what is new in this research is the design of teaching materials in the context of English villages. Therefore, what is new in this research is designing teaching materials in the context of the English village. Teaching materials are something used by teachers or students to facilitate the learning process (E. Kosasih, 2021:1). In terms of teaching material, a variety of researches have been carried out at home and abroad. In particular, previous studies have used genre-based approaches in the context of formal education. At the same time, research in the context of non-formal education is limited. Therefore, this study will use 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 this method is 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). The 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 analysis. The ADDIE model includes analysis, design, development, implementation, and evaluation. The Researchers developed ADDIE Models are developed as a guide for building material. This research procedure adapts the ADDIE development model which consists of five stages (Sugiyono, 2015).

To be able to produce certain products, research that is needs analysis is used to test the effectiveness of these products so that they can function in the wider community, therefore research is needed to test the effectiveness of these products. This research concludes that: Research and development related to a particular product.

Based on the brief description regarding the population, the object population of this research is students of Parit Nanas English Village in Siantan Hulu, Kalimantan Barat, Indonesia. The sample is part of the number and characteristics of the population. From 22 people, 10 students are deliberately selected for data collection.

The sampling technique in this study used a purposeful sampling technique. The researcher identifies and select individuals or groups of individuals who incredibly knowledgeable about or experienced with exciting phenomena studied in a study (Cresswell & Plano Clark, 2011). And the population selection in purposeful sampling is obtained from the data selection technique which is done randomly. Random sampling was used to ensure the generalizability of the findings by minimizing potential bias in selection and to control for the influence of potential known and unknown confounders (Palinkas, 2015). In addition, it is known to produce the appropriate category. This is related to some of these criteria that determine the sample is considered important for a particular study.

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**

In the early stages of research to develop additional learning modules and researchers collect data and information relevant to the research problem. The data is then analyzed for learning needs. Researchers obtained needs analysis data through questionnaires. This learning needs analysis is the first step towards any questions or needs from the Parit Nanas English village. In addition, this activity also provides a solution for researchers to develop additional learning module products that are in accordance with the abilities of students at English Village Parit Nanas. Problems were found so that the additional learning modules developed could meet the needs of students in the field, helping students to learn English more easily.

**Design**

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 fint, 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.

Content of supplementary learning module. The content of this learning module underwent several changes, including the addition of illustrations and pictures, the addition of speaking material in the form of dialogue, addition of instructions in Indonesian.

There is no change in the foreword. From the validation data there are no comments or suggestions to make improvements. The appearance, layout, typeface, and words presented are still the same as the initial product. There are no changes or improvements made in this section. The appearance in terms of layout, color and design is the same as the initial product. On the validation results there are no comments or suggestions for improvements.

The material in this module has not changed. The validation results only suggest adding 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 more colorful. In the worksheet section there are improvements that have been made. The first improvement is 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**

The initial draft of study materials or modul is ready to be developed, the researcher need to develop these learning materials or module to determine the feasibility. Therefore, the researcher distributed validation sheets to the thesis supervisor to validate 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 is 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 is 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. Validation by module expert. The product of the learning module for learning English in Parit Nanas English village is printed into a book. The printed book product was given to the English Study Program lecturer Mr. Maliqul Hafis, M.Pd and Mr. Sahrawi, M.Pd for validation. The data from the validation will show the quality of the product.

The purpose of expert opinion is to obtain expert opinion on the original design of the material. The questionnaire is the basis for the expert assessment. Items in the questionnaire were modified according to BNSP material standards. According to the NBSP, four factors are considered in determining whether an article 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.

Jumlah: Validator 1 = 44, Validator 2 = 88

Presentase: Validator I = %, Validator II= 91.67 %

Rata-rata Presentase = 68,75%

Kreteria: Feasibility

The Suggestions and Feedback Supplementary Learning Module. Suggestions and feedback Validator 1: At the end of each theme, give a worksheet. Provide instruction that engages students to learn 4 skills. Validator 2: Pretty good. Closer to the needs of students.

According to the Expert Validator Evaluation Results of the Additional Learning Module, the Media Validation Points are 44 and 88, respectively, with a percentage of 68.75. Additional Learning Modules have eligibility criteria and descriptions, not revisions, according to 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 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 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 are carried out at the first meeting before starting the learning activities, the tutor asks one of the students to lead a prayer together.

Building Knowledge of the Field, students listen to the teacher's explanation of the Introduction material.After the students listen and read together of the material about Introduction my self, the students identify the vocabulary in the text of the introduction text. The teacher provides guidance to students to fill in the assignments in the module.At this stage, the teacher builds students' knowledge by explainationan material and practice,and can find the meaning of the introduction text.

Modeling, the teacher gives an example in identifying the meaning of the introduction.The teacher gives an example in identifying vocabulary from the introduction text.At this stage, the teacher becomes a model in identifying the meaning, the vocabulary used, and practicing directly so that students can easily understand the text of the introduction.

Joint Construction, students can identify the meaning and vocabulary of the My Teacher.Students and teacher together do practice the dialogue.At this stage, the teacher and students practice together how to read which is guided by the teacher.

Independent Construction, students independently work make in pairs or in groups 2 person to practice the dialogue. At this stage students practicing the dialogue the given by the teacher.

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

Building Knowledge of the Field, students listen to the teacher's explanation of the Introducing others material.After the students listen and read together of the material about Introducing others, the students identify the vocabulary in the text of the conversation text.The teacher provides guidance to students to fill in the assignments in the module.At this stage, the teacher builds students' knowledge by explainationan material and practice, and can find the meaning of the conversation text.

Modeling and Joint Construction, the teacher gives an example in identifying the meaning of the conversarion text.The teacher gives an example vocabulary from the text.At this stage, the teacher becomes amodel in identifying the meaning, the vocabulary used, and practicing directly so that students can easily understand the text of the Introducing others.

Joint Construction, students can identify the meaning and vocabulary of the Introducing others.Students and teacher together do practice the dialogue.At this stage, the teacher and students practice together how to read which is guided by the teacher.

Independent Construction, students independently work make in pairs or in groups 2 person to practice the dialogue. At this stage students practicing the dialogue the 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 will be considered in revising the worksheet. The score obtained from the response questionnaire is calculated using the following formula.

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

Jumlah Skor = 397

Persentase indeks (skor tertinggi) = 100% = 86% (Very Practical)

Persentase indeks (skor terendah) = 100% = 74% (Practical)

Persentase indeks (rata-rata) = 100% = 79,4% (Practical)

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

Based on the results of the student response questionnaire 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% that proved to have 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 are compiled according to the needs of the students who are beginning to learn English, especially the primary school students, in Parit Nanas, and are related to the development of the curriculum used in the current education system, namely the 2013 curriculum. The teaching materials in this study use 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 in the form of validation sheets according to the 2008 BSNP criteria (Verawati, 2019). Guidance materials are validated by material validators and media experts and cover multiple aspects of the test feasibility assessment, such as content feasibility aspects and presentation feasibility aspects of material validation. Assessments of graphic feasibility and linguistic feasibility help 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 in the study using the village school concept which was carried out in Parit Nanas Village for one month with 8 learning meetings. The learning materials developed in the ADDIE stage are analysis, design, development, implementation, and evaluation. The modules made contain learning materials that were developed related to the daily lives of students and these learning materials help tutors in conveying the structure of the material. The teaching method used by the tutors in this study is a genre-based approach with a focus on teaching English in a social context. Teaching using a genre-based approach also aims 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 is included in the feasibility. Contents of English material from the latest sources. For example, the language used in English material is in accordance with the language skills and cognitive development of students. The language used in the English material is clear, understandable and accurate.

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