



DEVELOPING AN ENGLISH INSTRUCTIONAL MATERIAL FOR BRIDGING COURSE PROGRAM

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Abstrak

Studi ini mencoba untuk mencari tahu materi apa yang dibutuhkan pada siswa kelas 7 pada program Bridging Course di SMPN 2 Magelang, bagaimana “Good Start for Beginners” efektif dan sesuai. Berdasarkan masalah yang ada, penelitian ini bertujuan untuk mengembangkan materi instruksional pada program bridging course oleh siswa dan guru. Penelitian ini menggunakan pendekatan Research & Development (R&D). Peneliti menggunakan semua langkah yang diajukan oleh Hyland (2003:83). Pertama, survey, berdasarkan KTSP SMP RSBI Negeri 2 Magelang dilakukan kepada siswa SMP kelas VII. Kedua, peneliti mengembangkan materi. Ketiga, validasi dilakukan untuk penyesuaian. Sampai akhirnya siswa menyukai materi tersebut. Pencapaian siswa setelah menggunakan “Good Start for Beginners” terbilang baik. Rata-rata skor siswa 80,42 yang mengindikasikan bahwa buku “Good Start for Beginners” efektif dan sesuai untuk digunakan.

Abstract

This study is an attempt to find out what kinds of English materials are needed by grade seven students in the bridging course program of SMPN 2 Magelang, how the “Good Start for Beginners” is developed, why a validation is needed, and whether the “Good Start for Beginners” is effective and appropriate. Based on the research problems, this study is aimed to develop an English instructional material for bridging course program used by teachers and students. The approach used in this study is Research and Development (R&D). I used all of the steps proposed by Hyland (2003:83). First, a survey was done by mapping the needs of the students based on KTSP of SMP RSBI Negeri 2 Magelang for grade seven of Junior High School. Second, I developed material. Third, a validation is really needed for adjusting. Finally, the students gave the good opinions about the book. All of them liked the material very much. The students’ achievement after being taught by using “Good Start for Beginners” is good. The total average of students’ achievement on four language skills was 80, 42. It implies that “Good Start for Beginners” teachers and students textbook are effective and appropriate to use.

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INTRODUCTION

The teaching of English as an International Language today takes place in a wide variety of contexts: in Outer and Expanding Circle countries, in private and public institution, with young children and adults, with monolingual and bilingual teachers. Cortazzi and Jin (1996) refer to the culturally influenced aspects of a language classroom as a 'culture of learning'. Well (1991:52-53) describes a number of levels of literacy, each of which represents a different view of literacy. The first level is what he calls *performative*. The emphasis at this level is on the code as code. The second level is *functional*. This perspective emphasizes the uses that are made of literacy in interpersonal communication. The effort above is based to conduct the Government law no. 20 in 2003 about National Education System that states Government and/ or local government run at least one of education system for any education level to be developed as a designated International Rating School or *Rintisan Sekolah Bertaraf Internasional (RSBI)*. Our government has launched a program called-RSBI for 4 years. The first RSBI schools involved 102 in 2007, 102 in 2008, and 93 in 2010 and in 2011 there are 36 private and public schools. So there are totally 333 RSBI junior high schools in Indonesia now. But the progress of RSBI was not successful yet because there are still many schools which have many problems in preparing the prospective students, the sixth graders of elementary school to study at higher level in the beginning of junior high school. They are not ready to study by using English in the teaching and learning process. Besides, most elementary school students have difficulties to improve the knowledge and skills when are getting the English bridging course, they feel bored and do not pay attention because the program and materials which are presented by the teacher are not interesting and attractive. Based on the problems above, this study aims to find out what kinds of English materials are needed by grade seven students in the bridging course program of *SMPN 2 Magelang* and their opinion about the existing English material, how the "Good Start for Beginners" is developed, why a validation is needed in developing an English instructional material, how to produce a good English Instructional material, and whether the "Good Start for Beginners" in English teaching material is effective and appropriate for bridging course program in *SMP RSBI Negeri 2 Magelang*.

The field of second (or foreign) language teaching has undergone many fluctuations

and shifts over the years. Different from physics or chemistry, in which progress is more or less steady until a major discovery causes a radical theoretical revision (Kuhn 1970), language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture.

In designing a course, we need a syllabus as a guideline in teaching learning activities since a syllabus is a document which says what will (or at least what should) be learnt (Hutchinson and Waters,1987:80). According to Widdowson (1978), syllabus is simply a framework within which activities can be threaten to pedagogy when it is regarded as absolute rules for determining what should be learnt rather than points of reference from learning can be taken. In my study, I used communicative syllabus as we know that the students of junior high school should provide a lot of chances and practices to speak in various way. Their ages are still easy controlled in speaking manner

The new communicative approach to teaching prompted a rethinking of classroom teaching methodology. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach. The arching principles of communicative language teaching methodology can be summarized as follow: make real communication, provide opportunities, be tolerant of learner's errors, develop accuracy and fluency, link the different skills, and let students induce or discover grammar rules.

Since the 1990s, the communicative approach has been widely implemented because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second language.

Two current methodologies that can be described as extensions of the CLT movement but which take different routes to achieve the goal of communicative language teaching that is to develop learners' communicative competence. They are process-based CLT approaches and product-based CLT approaches. It refers to them as process-based methodologies since they share as a common starting point a focus on creating classroom processes. These methodologies are Content-Based Instruction (CBI) and Task-Based Instruction (TBI).

Text-based instruction, also known as a genre-based approach, sees communicative competence as involving the mastery of different ty-

pes of texts. This view of language owes much to the work of the linguist Michael Halliday. According to Feez and Joyce (1998), TBI is based on an approach to teaching language which involves: teaching explicitly about the structures and grammatical features of spoken and written texts, linking spoken and written to the context, developing unit of work, and providing students with guided practice.

Educational Research and Development (R&D) is an industry-based development model in which findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

There are many instructional design models. However, in this study the writer would refer to Banathy's, Yalden's, Kemp's and Hyland's model. But the writer would like to use Hyland's model to design the English instructional materials for Bridging course in junior high school since each model has its own strength

Literacy in foreign language education is much concerned by linguist since it is commonly defined as the ability to read or write. As stated in *Government Regulation No 19, year 2005, chapter 5, article 25, verse 13* dealing with the graduate competence standard, the purpose of language education is to develop students' communication skills with emphasis on reading and writing according to their academic level. The ultimate goal of language education in *SMP* is to develop the students' speaking skill different from *SMA* that is writing skill. *SMP* students are prepared to use the language, so that they are able to make conversation of interpersonal communication. According to Wells (1987), there are four literacy levels: performative, functional, informational and epistemic

A curriculum then is a public document, record, a contract, or an instrument which represents negotiation among all the parties involved. It concerns with the ends of instructions, its social purpose. Another definition comes from Brown (2000) about English curriculum or syllabus

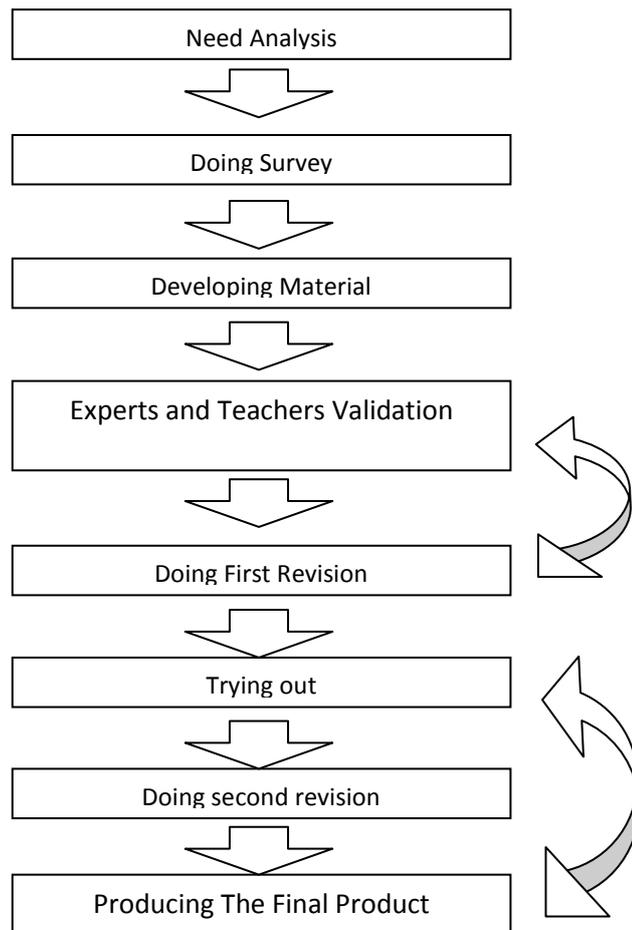


Figure 1. The stages of Research and Development (R&D) in the Material Development Model Adapted from Hyland's (2003:83)

bus that is designed for carrying out a particular language program.

Nunan (1992, p.227) states that teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practices during the learning process in the classroom. In addition, Cunningsworth (Richards, 2003, p.251) has also summarized the role of materials (particularly textbook) in language teaching as: a resource for presentation materials (spoken and written), a resource of activities for learners practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, and so on, for classroom, a source of stimulation and ideas activities, a syllabus (where they reflect learning objectives that have already been determined), a support for less experience teachers who have yet gained their confidence.

Teaching methodology also determines the English material-whether it follows audio-lingual methods, communicative approach etc. (Hatchinson, 1987) Substitution tables indicates the material of audio-lingual method, and a dialogue of a certain situation will appear in the textbook of communicative approach

The effort to conduct the Government law no. 20 in 2003 about National Education System, Government and/ or local government run at least one of education system for any education level to be developed as a designated International Rating School or *Rintisan Sekolah Bertaraf Internasional (RSBI)*.

In SMP Negeri 2 Magelang, the program is conducted in a short course to assist commencing students to come "up to speed" before starting the learning process. There are 4 subjects are taught in the program, they are English, Physics, Biology and Information and Communication Technology (ICT). The bridging course in SMPN 2 Magelang is particularly useful for students who have no or limited prior study area, has a significant break from prior studies or who simply wish to have a refresher course in a particular field.

METHODS

Since the aim of R&D in this thesis is to develop or design a new product to improve English teaching today in an English bridging course programs in *SMP Negeri 2 Magelang* as a designated International rating school or *RSBI*.

The research used Material Development Model adapted from Hyland's (2003:57) beginning from mapping. Next, in developing material,

I used material development proposed by Hyland (2003:83). It consisted of eight steps. The steps are mentioned in the procedure of this study.

The writer conducted preliminary research on some elementary school students of the sixth grade in *SDN Magelang 7* to know the real needs of students who will join the bridging course program. Then the observation was conducted on some students of grade 7 who studied in RSBI class on what problems they got in the lesson, and some interviews were also conducted in little English for Math and Science teachers who teach the beginners of student grade seven.

This try out was conducted in SMP Negeri 2 Magelang when the bridging course program was running. SMP Negeri 2 Magelang is one of RSBI SMP in Magelang. It is located at Jl. Pierre Tendean no. 8 Magelang. The Bridging course officials split 176 students into 7 classes; they are 7A, 7B, 7C, 7D, 7E, 7F and 7G. I chose 7D randomly among some classes which had the same characteristics. There were 22 students in 7D at *SMP RSBI 2 Magelang* in the academic year of 2012-2013. I used them as the subjects of try out. They got eleven meetings to get Bridging course materials.

After mapping the real needs of students who wanted to study in SMPN 2 Magelang, I used Material Development Model adapted from Hyland's (2003:57) to develop English teaching material for the new students grade seven (7D).

SD Negeri 7 Magelang is located in *Jalan Pahlawan No. 1 Magelang 56117*. It is one of best elementary schools in *Magelang* city. The writer used questionnaire and interview for the students and teachers involved.

After doing the mapping, I constructed the syllabus and lesson plan which are mixed with need survey and the need of the seventh grade of *SMP RSBI*. Next, I called my product "Good Start for Beginners".

The data for material validation were gathered by distributing and gathering questionnaires to 10 respondents and interviewing them informally. They were three lecturers from Tidar University of Magelang, one senior high school English teacher and an English instructor of *LPMP Central Java (Widyaiswara)*, five junior high school English teachers of *SMPN 2 Magelang*, and one English elementary school teacher.

In line with the checklist of validation forms and suggestions which had been given by the experts and teachers, I intended to do some revisions. I consulted the revised material development to my advisor before doing a try out. When they agreed with my developed materials,

I was able to move on to the next step.

This try out was conducted on the seventh grade of Junior High School Students. The students were as Bridging Course Program participants in the academic year of 2012-2013.

After doing the try out, if there are still improvements, I did second revision. The criteria employed for the validity of the tryout in sorting out the material development is suitable with the curriculum or not. Questionnaires were distributed to both the teacher and the students to find out their opinion on "Good Start for Beginners" student text book

Finally, I edited and revised the material in order to generate the better products. The final "Good Start for Beginners student textbook was written and finalized with some illustrations. Then the fixed materials development was ready to be reprinted, demonstrated, published and distributed to the public. The final book "Good Start for Beginners" were also being written and finalized with some illustrations related to the genre item.

DISCUSSION

After finding some facts according to material development in "Good Start for Beginners" textbook, there were no significant obstacles. In the first step, a survey was done by mapping the needs of new students of Junior High School and the needs of the Standard Competence and Basic Competence in Junior high School. Developing material, as the second step, was combined with some activities and the validation was done by experts and teachers on the developed draft product (the mapping, syllabus, lesson plan, a student textbook and a teacher textbook). In the first revision, there were only few corrections in "Good Start for Beginners" textbook. Next, I conducted the try out in Junior High School in grade seven students of *SMP Negeri 2 Magelang*. After trying out, I conducted the second revision of the students' questionnaire. Finally, according to the result of this study, the average score of the test was higher than the school passing grade. The student's average score was 74, 78 for the listening section, 82, 32 for speaking section, 76, 57 for the reading section, and 88, 04 For the writing section. So, the average of the four language skills was 80, 42, it was upper than the school passing grade of English learning process at *SMPN 2 Magelang* that is 75. It meant the developed materials, "Good Start for Beginners" textbook in the bridging course program, was completely good. Next, "Good Start for Beginners" students

textbook and "Good Start for Beginners" teachers textbook became the new products. In this study, I used all of the steps proposed by Hyland (2003:83). They were conducting the survey, developing material, experts and teachers validation, doing first revision, trying out, doing second revision, producing the final product and the last step was disseminating. The fixed new product materials development was ready to be printed, demonstrated, published, and distributed to the public.

CONCLUSION

First, the students said that they found it difficult with the previous English materials and sometimes they were bored. They needed an attractive material such as English songs or chants, games and various English teaching learning models. Second, I developed material which is called "Good Start for Beginners" textbook for teacher and students. This study can encourage the students to like English lessons. They can show their speaking and writing ability in daily life and academic context. Third, a validation is really needed in developing an English instructional material. The purpose of this step was to gather input, suggestion, and criticism on the developed materials then it was used to adjust the material to create the final developed material. Finally, the students gave the interesting opinion about the developed materials. All of them liked the material very much. The students' achievement after being taught by using "Good Start for Beginners" textbook is good. And according to the result of this study, the average of the four language skills was 80, 42, it was upper than the school passing grade of English learning process at *SMPN 2 Magelang* that is 75. It meant the developed materials, "Good Start for Beginners" textbook in the bridging course program, was completely good. This implies that "Good Start for Beginners" textbook as English teaching material is effective and appropriate for bridging course program especially for grade seven students of *SMP RSBI Negeri 2 of Magelang*.

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