Developing English Textbook for Elementary school of the Sixth Grade Students

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Abstract

The objectives of the study was to develop the textbook for Elementary school of the sixth grade students. The population were eighteen students at the sixth grade A class. Nowadays character building was a national movement in Indonesia. The educators asked to integrate it in the learning process, but unfortunately, there are still many teachers that still haddifficult in integrating character building in classroom. In English class character building can be integrated through inserting culture in the material, therefore the students are not only learning about the material but they also learned about the value of the culture. The purpose of this research wasdevelop English material for sixth grade students based on character building. The method of this study was Research and Development (R&D) by ADDIE model (1990) was applied Analysis, Design, Development, Implementation and evaluation the product. The subjects of research were the students at elementary school of sixth grade. The result of research showed that the textbook developed was appropriate to the students' needs and curriculum. The writer concluded that developing English textbook for Elementary school at sixth grade students of SD IT An-nida Lubuklinggau got positive response from six grade students because it can help easier for students comprehend the material clearly. So in this study, the textbook can help students facilitate learning English in the classroom.

Keywords: ADDIE Model; developing; Textbook

Introduction

In this digital era, teaching English to young learners becomes a common issue because people at early age should be started the process of teaching English. According to Curtain and Dahlberg (2004), young learners divided into four based on their age, the first, Pre-school student ages 2-4 years normally still at a kindergarten school. Second, ages 5-7 years or primary student and then, students

formally at elementary school at ages 8-10 and the last Early adolescent student ages 11-14 formally at Junior high school. According to Suyanto (2008), Indonesian young learners are elementary school as a beginner learner at the age of 5-12 years old.

Based on the explanation above, in the teaching learning process, there were several levels of age. They areEnglish Beginner/Elementary, Pre Intermediate, Intermediate, Upper Intermediate, Advanced, Proficient. Each level usually also had a certain level or ability to speak English. It is important for teacher to know about teaching activities which is appropriately based on English level of students. It aims to find out media and techniques are suitable to apply in the classroom. In addition, Yu (2006) stated that the differences between teaching a foreign language to young learners, and in to adults are obvious. Young learners are often more enthusiastic and livelier than learners, and they often seem less embarrassed at talking in a foreign language. During the process, particularly intense periods of language learning, such as young children, learn a new word every moment of their day.

The process of teaching English to young learners should be done by considering some characteristics of young learners. According to Halliwel (1992) clarified the characteristics of children or young learners are great in interpreting meaning without necessarily understanding every word, children take good pleasure in finding and creating in what they do. In young learners, characters education should be give to students in classroom during learning activity. In 2009's the national education system the minister of education want to focus on the national education which is known as characters education. Today, National Education Ministry of Indonesia begins to implement 2013 Curriculum. Based on INPRES No. 1, 2010 about "implementation speed of national rise priority: perfecting curriculum and active learning method based on culture values to gain competence and national character." The government has made characters education as priority program for example, the Character Counts program defines six teachable "pillars of character": trustworthiness, respect, responsibility, fairness, caring and citizenship. The education which is based on culture and nation character attached to the curriculum and syllabus, the teacher more explore for practice in the classroom with apply in the lesson plan.

Character was someone's personality which formed as the result of integration of understanding, the behavior to the value and the daily attitude. Character education is an education to form an individual's personality through the character education in which the result can be seen in the good attitude, responsibility, honesty, appreciate others' right and work hard (Thomas Lickona in Gunawan, 2012). Lickona defined character building as the strategies to develop attitude that are good for the individual as human being and good for society. Based on those definitions it can be concluded that character building is the process of developing individual and society cultural values, norms, morality, attitudes, beliefs and behavior. The characters' value intended is the personality or character which can be reached in teaching-learning process. While according to Saryono (2003) character building is the process of building the cultural norm,

moral and spiritual value of a person. They are some importance thing in teaching and learning input, process and output.

In the process of teaching learning, the teacher needs to use method and media. One of the important media is textbook. In teaching and learning process needs media to encourage students' character. According to Wahyuni (2013), media was something that can be used to deliver information or transfer the material of teaching. Meanwhile, the media can be used to conduct teaching and learning activities and support students to reach their instructional objectives of the lesson (Aini, 2013). Besides, some examples of media can be used by the teacher such as the students themselves, realia, picture, worksheet, board, flipchart, LCD, and printed material or textbook (Harmer, 2013). When teaching and learning process there are many media that can using by teacher in the classroom. It can help teachers sharing the material. In Indonesia, commonly using printed media such as textbook. Textbook is simple thing that can use in teaching activity.

From the previous study, Supriyanti (2012) conducted her study about why children need to learn English at Elementary Schools. There are several results of the study stated the reason the elementary school needs to give English lessons to the children. The reasons are the whole assumption that learning a new language is better when the learners still young, the fact that economic globalization pushed the demand for English in the form of a workforce who speak English, and the parents' enthusiasm for their children to learn English early to have social and economic benefits. Based on the results of direct interviews with English teachers in elementary schools, teachers have a reason for the need for English to be implemented, namely so that students can more easily continue to the secondary school level and do not feel surprised when receiving English subjects. Nowadays, the Government has changed the 2006 curriculum (KTSP) become the 2013 curriculum (K13). At SD IT AN-NIDA used KTSP as the curriculum. Based on Permendiknas No. 22 of 2006 (BNSP, 2006: 5-7), one of the principles of KTSP was being a human to have good morals, creative, and become a democratic and responsible citizen. It means that, the teacher have to arrange syllabus and materials that be valid in each school at Indonesia. Textbook that uses by the teacher to teach should be suitable with the syllabus, which can raise the goal of the curriculum that use by the school. Besides that, School Based Curriculum also deals with the four language skills in English, such as; listening, speaking, reading, and writing include in textbook.

In Elementary school at Lubuklinggau, English become an additional subject. It proved on the decentralization of education in Indonesia has encouraged the local governments to make their own decisions relative to some portion of curricular space in the use of some learning hours that has become known as "local content" (Oktaviani, 2019). In oppositely, English is an important language for their future. English was a tool for communication and got information used in a science book, International journal, computerization, and tourism.

Based on the questionnaire observation in SD IT AN-NIDA Lubuklingauof the sixth grade. In a textbook used in the classroom, there is not explain about characters building as students. Content of the textbook do not explain more about the materials, input a high vocabulary level for Elementary students. The textbook is a kind of printed media. Textbook can help the students in learning process to comprehend the material. In every meeting, students given new vocabulary based on the topic discussed by the teacher. The teacher does not have a specific guideline material in teaching English. When the writer discussed difficulties with the teacher for teaching English, the teacher stated problem when applying the material, because the textbook just include much conversation only. It makes students lack of vocabulary, and not interesting in learning English.

In teaching and learning process, teacher as important facilitator to deliver material from the textbook to the students. The teacher–student relationship is one of the most powerful elements within the learning environment (Liberante, 2012). The teachers are the second parent for their students; they know what the students' need, especially in the school environment. For example, the teachers understand what the students need in the classroom activity, including a good subject that should be learned by the students (Oktaviani, &Fauzan, 2017). In order to, the teacher needs an English textbook in teaching activity in the classroom to help the teachers in explaining to the students. In other opinion from English teacher, vocabulary using in English textbook at sixth grade is difficult to understand by students in learning process make students can not understand the instruction from the textbook. Furthermore, based on the result of questionnaire and interviews with some students of the sixth grade of SD AN-NIDA Lubuklinggau, they need an English textbook for helping to understand the material and give instruction for building the characters to students. Students need a textbook input about character building which is interesting material, colorful, and using a simple word or general vocabulary that make students understand the materials very well. Teaching English that appropriate to the students' needs, complete, and interesting can make students motivated to learn English. From the explanation above, the teacher and students need an English textbook that can help them in learning process and make students understand the material easily.

The writer was interested to develop an additional English textbook for sixth-grade students of SD IT AN-NIDA Lubuklinggau. This study concerned with the development of a supplementary textbook focus particular topics and give some instruction for education characters building for students. As for categorization of textbook is communicative textbook. English textbook that is useful, colorful, and attractive for Elementary school sixth-grade students at SD IT AN-NIDA Lubuklinggau.

Method

Based on the aims of this study the development of textbook, the study design is research and development (R&D) ADDIE models by Branch (2009: 9). According to Sugiyono (2013: 297) Research and Development is the research method used to produce certain products, and test the effectiveness of these products.The steps of this process usually refer to as the R&D cycle, which consist of studying research

findings pertinent to the product to be developed, developing the products based on the findings, field testing it in the setting where it used eventually, and revising it to correct the deficiencies found in the filed-testing stage.

In this study, the writerdeveloped an English textbook for elementary school at the sixth grade students at SD IT An-nida Lubuklinggau. In this study, the writer used the development model adapted from ADDIE.The development procedures ADDIE doing with five steps consist are: Analysis, Design, Development, Implementation, and Evaluation (Branch: 2009).

At the first step, the writer analyzed about the competence must be mastered by students and teachers need for textbook. It is realized by the determination of Standard Competencies, Basic Competencies, and Learning Purpose (Depdiknas, 2008). The writers analyzed about the students characteristics relate to their attitude, knowledge, and skills. And also,analyzingthe appropriate materials to the competency achievements desired relate to what students master (Reinbold,S. 2013). The information takes based on the observation in SD IT An-nida Lubuklinggau giving questionnaire for students and doing interview to the English teacher at the sixth grade.

The next step is design, focus on three activities. These are, chose material relevant for the students characteristics and competences, learning strategy, and assessment form for containing the textbook (Reinbold, S. 2013). After gathering the information by the interview and questionnaire given by the writer. As a writers, this step is important passed in the study activity and the development of additional media in the form of textbooks that are ready to be tested, the good preparation needed in the designing of textbook. This stage carried out by taking four steps of work, preparation instruments for judgment, designing media, preparation of the material to be used, and background and images for the development of the textbook.

Next step is development, there are several activities such as:Creating factual sample for the instruction design, collecting relevant data resources to enrich the module, Developing the materials of the course, making illustration, scheming, and creating picture needed, typing, editing, and also laying out the text book is performed, and validating the draft of development product and revision after expert input performed (Aldoobie, N. 2015). After the writer designing the product, the product validated by the experts. After validation, the product share to the students in SD IT An-nida Lubuklinggau. Therefore, in this stage students examine based on design of reading materials. The data was gather from the experts by using close-ended item questionnaires analyzed to know whether the materials are good and appropriate with the students. The product revised again. This revision finished until the product is valid by the experts and match with the students' need. The experts' team consist of three experts; they are one material expert, one language expert and one design expert. The experts team gave comments and suggestions through open-ended item questionnaire

Table 1. Name of the Expert

No.	Name experts	Experts	Experts' Description
1.	Syaprizal, M.Pd	Language	A lecturer of English Education Study program, graduated school of University of PGRI Palembang,

			(consideration: master of education, and content of media)
2.	Dr. Dodik Mulyono, M.Pd	Media	A lecture of mathematic Education study program, graduated school of Negeri Jakarta University (consideration: master of technology)
3.	Syafrizal, M.Pd.	Instructional Design	An English teacher of SD IT AN-NIDA, graduated school of Bengkulu University (consideration: master of English Education)

Questionnaires for experts use to know the quality of textbook that produced. Therefore, to determine its validity, practically, and potential effect, instruments use in this study are questionnaires (Likert-Scale). The experts give the answer by using checklist (v) on their opinion answer in questionnaire. The scoring that use 1 to 5 which represent evaluation.

Table 2. Likert-Scale

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

(sugiyono, 2010)

Table 3. Specifications of Validation Sheet of Content

Aspect(s)	Number(s) of statement
1. The Appropriatness of contents with students' characteristics (currency)	1, 2
2. The accuracy of the contents	3, 4
3. The presentation of contents	5, 6
4. Linguistics aspects of the contents	7, 8
5. Exercises and evaluation aspects	9, 10

Source: Adapted from Tessmer (1993)

Table 4. Specifications of Validation construct

Aspect (s)	Number (s) of Statement
Attractiveness of layout and teaser (opening)	1
The appropriateness between interactive multimedia with student' characteristics	2
Media quality	3, 4, 5, 6, 7, 8, 9 and 10

Source : adapted from Tessmer (1993)

Table 5. Specifications of Validation Sheet of Design

Aspect (s)	Number (s) of Statement
1. The appropriateness between material and curriculum	1
2. Material presentation	2, 3
3. The appropriatness of materials with students' characteristics	4, 5
4. The appropriateness between exercise and evaluation and standard competence and learning goals	6
5. The number of exercises and Evaluation	8, 9 and 10

Source: Adapted from Tessmer (1993)

Implementaion, after doing development the textbook and already have validated and revised from the experts. It means that the product already toimplementation for the teacher and student, development result is applied in learning process to know its influence on the quality of learning covers the effectiveness, attractiveness, and efficiency If still found revision then revised again to make a good product (Widyastuti, E., & Susiana. 2019).

The final phase of the ADDIE model comprises evaluation. The instructional designers should evaluate every step to ensure that the objectives are achieved by the instructional design and material (Dick & Carey, 2004).The two types evaluation are summative and formative by Tessmer (1993).

This study was conducted at SD IT An-nida Lubuklinggau. The population of this study was the sixth grade students consisting of one class in academic year 2020/2021. The students are chose based on one student was low, one student was medium, and one student was high English Proficiency (Tessmer, 1993). The subjects of this study are described in Table 6.

No	Stages of Formative Evaluation	Number of Students	Description of the Students
1	One-to-one evaluation	3	1 student for each category, i.e: low, medium, and high English Proficiency
2	Small Group	6	2 students for each category, i.e: low, medium, and high English Proficiency
3	Field test	9	It is limited students because of the pandemic situation
		TOTAL	18 Students

First phase need analysis which includeall of the decisions associated with conducting need analysis and formulating a management plan. These include need assessment(goals), performance analysis(instructional requirements), and context analysis(constraints,resources, and learners characteristics).

In one to one evaluation, the subjects of the study select based on their English reading level. Their reading levels are determined based on reading level test given by the writer. Thereisone student whose English reading level is low, one student whose English reading level is medium and another one whose English reading level is high. In small group evaluation, there are other six students selected to evaluate the developed product. From the six students, there are two students for each English reading level namely low, medium, and high. Students participating in one-to-one evaluation are not involving anymore in small grou pevaluation. Finally, all student so far involving in field test. There are nine students of a real class using the developed product in which students participating in one-to-one and small group evaluation are not involve anymore in this phase.

Table 7. Specifications of Students' Questionnaire

Aspect (s)	Number (s) of Statement
1. The appropriateness between material and students' characteristic	1, 2, and 3
2. Content presentation	4, 5, 6, 7, and 8
3. Exercise and evaluation aspects	9, 10, 11, and 12
4. Attractiveness of the content	13, 14, and 15

Source: Adapted from Tessmer (1993)

Results

Analysis step was the beginning step or the first step of ADDIE model. In this phase, the writer analyzed materials from the English textbook which was used by students in teaching and learning activity. From the students' textbook, there is have not about how to education character building. Based on curriculum KTSP, one of the principles of KTSP was be a human have a good morals, creative, and become a democratic and responsible citizen. Then, the writer found unclear instruction or clue in text. Therefore, it can be said that the total of the material in

the students' textbookwere not appropriate for the sixth grade students. In this textbook for elementary school develop 3 aspect of English skill there were reading skill, writing skill and speaking skill to improve students skill in learning English. Based on the result of the questionnaire, the first the students need in reading materials was easy vocabulary make students can understand (73,68%). Second, the writing materials make a text relate with the topic (52,63%). Third, almost of students agree to practice their speaking skill directly in front of class such as conversation with their friend (78,94%).

In learning activity, students often identification types of word (noun, verb, adjective,etc) after read a text (57,89%). In this textbook also include easy grammatical to arrange the correct sentences (78,94%), based on English level the sixth grade students have to learn about grammar because the students was continue for next secondary level. Task activity, to improve students ability in English were exercise with multiple choice (84,21%), exercise with matching sentences or word (94,73%), and essay exercise for writing skill (36,84%). Students practice directly about education characters building (come on time to the class, do not eat in the classroom,etc) (84,21%)

To know students' learning achievement, the questionnaire was used to find out some information related to teaching and learning process in reading activity in the classroom. The questionnaire consisted of eighteen questions with two answer yes or no statements. There were 19 students that participated in answering the questionnaire. The result of the questionnaire were the percentage : (1) students difficult to understand the vocabulary in textbook (73,21%), (2) the students like long text or paragraph (52, 63%), (3) the students stated that need education characters building in textbook (84,21%).

Based on the interpretation of result of students' needs analysis, it can be concluded that English textbook for the sixth grade students was needed to be developed. It had to provide the vocabulary knowledge, text structure and language feature knowledge about the materials, and increase characters students . In addition, textbook was appropriate to be implemented in the classroom. To provide interesting materials, illustrations or pictures were also included alongside the textbook.

Second step of ADDIE model was design. In this step three activities were done which are (1) material choice relevant to the student characteristics and competence demands expected, (2) learning strategies, and (3) assessment and evaluation forms and methods. Structure and design of text book are set in this step. Then, learning strategy implemented for every chapter is set in order to make the module easy to be learn and understood by the readers. How to measure the achievement of learning purpose after the reader learn the material in every chapter is also determined. As the first step, in the end of this step evaluation is performed. These reading texts then calculated automatically in term of their readability levels by using online tool named Automated Readability Index (i.e.: https://readability-score.com/) that matched to the students' reading level. Then in terms of learning objectives, the writer used school-based curriculum (KTSP) to determine standard competence, basic competence, and indicators of the developed materials.

Development was the third steps of ADDIE model. The activity in developing

textbook prototype. Searching and collection relevant data sources to enrich the materials, illustration making, scheme, and graph needed, typing, editing, and also lying out of textbook are parts of this step. Validation of textbook prototype is performed in this step. Involved validators are the experts of content, learning media, and learning media. Analysis and revision on textbook prototype of development research model are performed after the first validator gives his assessment result, and so on until the analysis and revision on the assessment result of third validator.

Table 8. Recapitulation

No.	Validator	Average Score of Experts	Interpretation
1.	Content Expert	4	High Validity
2.	Media Expert	4,4	High Validity
3.	Intructional Design Expert	4,5	High Validity
Average Score		**4,3**	**High Validity**

The forth is implementation. The prototype of development product is tested in the real class and used by the students. Under the time limit, the textbook prototype of development research model was implemented in small group. After the implementation, the small group which consists of 6 students of the Sixth grade at SD IT an-nida, they were asked for assessing the prototype of development product.

In this phase, the developed product was given to the three students. Then, questionnaire was administered to determine the practicality of the product. The questionnaire consisted of all aspects in the developing English textbook for elementary school which were: (1) the match between materials and students' characteristics; (2) material presentation; (3) exercises aspects and evaluation; and (4) attractiveness of materials were practical. While, to determine the overall practicality of the developed instructional materials, the students' average score was calculated and then interpreted into practicality categorization. Based on the results, from the total 15 items of the questionnaire, the average score from the three students' scores was 4,6 which fell at very highly practical level. It can be concluded that the developed English textbook for elementary school was practical and at very highly practical level. Following picture and table's comment of students describe students' activities during one-to-one evaluation. The implementation of small group trials conducted on july 13rd, 2021. Then each students has given a questionnaire with 15 statements. Students putting a checklist (v) in the column have 5 criteria, the criteria are strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Based on the results, from the total 15 item of the questionnaire, the average from six students, score was 4,39 which is very high practical level. It can be concluded that the developed English textbook for elementary school was practical and at very highly practical level.

Besides determining the practically the product, in a small group test the writer was also conducted to gather students' comment and response about the textbook to know the weakness of the textbook. The results of interview are described in the table bellow:

Table 4.1 students comment in small group

Students name	Students' Comment	Writers Response
Students 1	**Strength :** The pictures are interesting **Weakness :** Picture of background was not appropriate with text and pictures	Change the background
Students 2	**Strength :** The materials was clear **Weakness :** There were some instructions unundestandable	Change the instruction and vocabulary became easily and understandable.
Students 3	**Strength:** The material was interest **Weakness:** There were some sentence difficult to understand	Change the vocabulary and word became easily and understandable.

No.	Students' comment
1.	Some students stated that the sentences from textbook difficult to understand because they never heard the word before.
2.	Students stated that the vocabulary easy to understand.
3.	Students said the materials easy and appropriate for students.
4.	Students reported the instruction were clear.
5.	Students said the color of the textbook was interesting.
6.	Students reported they were interested and motivated in learning English by using this product.

From the summary students' comment above, it can be stated that the students' interested with the textbook. Some students suggested that the instruction in the text to be clearly but most students' said that it was easy to understand. In this stage no needed to revise the developed the textbook. Thus, the textbook was ready trialed in field test.

In the field phase, the writer show students to read and answer the question in each material from the textbook. There was in chapter 1, make a sentences, how to use need help expression, much and many, some and any, answer the question used multiple choice there were 15 questions in form multiple choice and make a sentences. The results of the students score of field test see appendix, there was calculated to find the effectiveness of the module. Because of the pandemic situation there were 9 students in this test, the students reached the maximum mastery criterion, it can be concluded that the textbook effective to encourage students interesting in leaning English.The fifth or the last step of ADDIE model is evaluation. There are two kinds of evaluation those are formative and summative evaluations. This research only implements formative evaluations aims to validate the development product and revises in accordance with the input or suggestion given. In accordance with the development of ADDIE model, formative evaluation has been

performed step by step in every step of ADDIE model.

Discussion

Based on these data, the writer proceed the result of the data has been obtained, to analyze the data the writer gave conducted study by given questionnaire for students of the sixth grade at SD IT An-nida Lubuklinggau. In the questionnaire there are have 15 statements related to English textbook in learning activity in the classroom. Then, after the students fulfill the questionnaire the writer gave some interview to students related with English textbook in the class. The result of the interview were first, the students have difficulties when they found new word in the sentence or text. Second, when found unknown word they not guest the meaning but they need dictionary to found the meaning of the word. Third, students need to read a text based on their level of reading skill. The students need a English textbook appropriate with their characteristics.

The English material developed based on the result of need analysis and reference study. There are six chapters that were developed, those are: 1) Back to school, 2) Animal Wonders, 3) The clothes, 4) The Favorite Food, 5) Take a Fun Trip, 6) Sports. The material was developed based on the four criteria of good textbook by William (1983: 4-5) the textbook gives the latest issue as material, the level of difficulty is based on the students' need, it also provides guidance for the lecture, and integrating culture in the material which is relevance to socio-cultural environment of the students.

In developing the material, the writer involved some experts to validate the product. The result of expert validation showed that the accuracy of the material should be adjusted. In the some chapter adding some examples of the conversation related with material and change the color of the background, and the education character building to increase students' attitude was suggested by the expert validators, the purpose is to make the textbook appropriate for used in the class. It was in line with zulfikar et al. (2019) who state Itcan be concluded that the developed English textbook for elementary school was practical and at very highly practical level.

After doing some revisions, the material was tried out to the sixth grade students at SD IT An-nida. There were 25 students in the classroom. Some suggestions were given by the writer through the questionnaire. Besides, the students were also asked to give a comment on the questionnaire the result of the questionnaire showed the students stated the design of the material was good, the instruction was easy to understand, and textbook was interacted.

The result of questionnaire based on the English teacher of the sixth grade showed that the design of the material is good, the material is very suitable with the curriculum, the good attractiveness of the material, the level of difficulty of the material is ok, the applicability of the content is good, and the cultural acceptability is also good.

So the result of this study the writer concluded that the development of textbook for Elementary school at the sixth grade students of SD IT An-nida Lubuklinggau was very good and get positive response from students and teacher in the class.

Conclusion

Based on findings that explain the results of study in chapter IV, the writer concluded that developing English textbook for elementary school at sixth grade students of SD IT An-nida Lubuklinggau. The writer got positive responses from sixth grade students and teacher because it can help students in teaching and learning process, the textbook make students easy to understand materials clearly and in the textbook have some instruction character building for students.

The textbook revised form recommendation of judgment for validation the expert concluded the textbook was valid. questionnaire and interview get by the students and teacher. The textbook worth testing in the English learning activity. In summary in this study the writer managed to help students facilitate learning activity with positive responses.

Based on the results oh theses conclusions, the writer give several suggestion, namely :

1. To the English Teacher

a) must be able to explain more clearly each material clearly that students can understand the material from textbook.

b) Teacher should give more attention to the students when teaching the materials.

c) Teacher should motivate to student in learning English.

d) After teaching and learning process the teacher should give assignment for students to comprehend the material.

2. To the students

There were some suggestion for students in learning English process, there are :

a) Students must more pay attention to the teacher when explaining the materials.

b) Students must be more active when teaching and learning process.

c) Students must read the materials first before start the classroom.

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