

Development of English Language Teaching Materials in Elementary School based on Direct Method

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Abstract: This development research aims to produce products in the form of English language teaching materials in elementary school based on direct method. This research focus of teaching materials in English book "things in the house" contained in English language material for elementary school's student's book. Methodology using in this research development modern Instructional design models. This study involved elementary school students who through several stages of testing. 1] expert test, 2] one-on-one evaluation, 3] evaluation of small and final groups 4] field trials. Data collection using interviews and questionnaires, the results of qualitative analysis using interview techniques for expert trials include instructional design experts, linguists and media experts. They state that teaching materials are feasible and valid after going through the revision process. The results of the quantitative analysis techniques for one-to-one evaluation to three students stating that teaching materials are interesting and easy to use. Small group evaluation produces a percentage of 95.13% with very good criteria. Field trials produced test results on paired sample t-tests obtained by increasing the results of formative tests of students in learning English after using direct method-based English teaching materials. The average pre-test value is 51.33 to 91.33. Known that the sig two-of the 0,000 and its 0,05 it was received. The results of this research that in the sample paired t-tes there are significant differences between the formative test on the pre-test and the post-test. Teaching materials in elementary school which has developed very effective in English language teaching materials in elementary school students based on direct method.

1 INTRODUCTION

English as international language [Crystal;2003], global language or language for English, they studied used for communicated in various countries, either as a first language, a second language, and as a foreign language. Studied English in elementary school, students learn how to understand. Herlina, R. Rahmi [2017] Understanding the concept a student's ability to understand, concluded, give an example, write back and estimate the facts he knows. To understanding a language's skills include reading and writing is really important. Herlina, [2016], in learning English there are many ways to train students unused to use English in everyday in their life interested and want to learn English. Tarigan [2008], a language skills curriculum in elementary

school usually includes four terms namely: 1) listening skills, 2) speaking skills, 3) reading skill and 4) writing skill. Cameron [2001] "teaching language to younger learners do most of the talking, describing the characters on object in the pictures and involving the child with instructions, tag question and talk about salient image.

Curtain and Persola [1994] children will learn a foreign language as well when they process of learning in the context of communicative and meaningful for them. This context includes, social situations the culture, game, chatting, fairy tales and experiences. Otcaviani. C. [2016] emphasis that the material a comprehensive in language competence namely listening skill, speaking skill, reading skill, and writing skill, teaching material emphasis on language skills thoroughly. Marintayogana, Herlina [2016]. Teaching material designed by linking

english exercises with the situation the real world and motivate students to connect with its applications knowledge in their life.

2 THEORY

Directed method where each learning process is achieved, making students able to carry out their responsibilities that makes teaching more creative for a better quality of life. (Walker, 2013). Synectics model is suitable to be used in natural science learning because it prioritizes analogy or metaphor activities and it relates learning materials with real-life context which makes it possible for students to be more active and get more experiences in interpreting problems and arousing different ideas to solve various problems, especially the ones that occur in science. Richard and Theodore [2001; 11]. Direct method was first introduced in France and Germany, to become widely known in the United States because this method was applied in the famous Berlitz school which was considered a school that was successful in teaching foreign languages to their students. Therefore, direct method is often referred to as Berlitz Method. Suparman [2012] teaching materials have nine characteristics, namely: (1) Self-instructional, (2) Self power explanatory, (3) Self faced learning, (4) Self-contained, (5) Individualized learning materials, (6) Flexible and mobile learning materials; (7) Communicative and interactive learning materials, (8) Multimedia, computer based materials, (9) Supported by tutorials, and study group. Seels & Richey, [1994] Development is the process of translating the design specifications to physical form. Efforts to develop learning materials must be complemented by supporting theoretical studies. Teaching materials contain material that close to the lives of students, so that it can enable students to learn from their environment. Nunan [2004], the capability to use or to study language knows how will grow automatically if students directed to focus upon the meaning and process of using language to communicate. Dave [2002], emotion physical with the activity of intellectual and the use of all the senses can seriously impact on learning. Gagnon and Collay [2009], design the whole, structure, framework or outline, and sequence or systematic of activities. The word design according to Smith and Ragan [2009] also be interpreted as a systematic planning process carried out before the act of developing or implementing an activity. (Okpara, 2007). Independent learner, to appropriate

learning approach have implement Learning approach using student-centered learning approach with synectics model. Mart. Cagri Tugrul [2013], Direct method, also known as natural method or conversational method, has been popular since it enables students to communicate in the foreign language. The Direct Method through focusing on everyday language and using questions and answers to emphasis on teaching oral language. The application of the Direct Method in English teaching needs to look at the basic concepts and techniques of this method. Direct Method according to [Diane. LF and Marti Anderson [2011] there are some techniques of direct methods, (1) Reading Aloud; (2) Question and answer exercise; (3) Getting students to self-correct; (4) Conversation practice; (5) Fill-in-the-blanks exercise; (6) Dictation; (7) Map drawing; (8) Paragraph writing.

In accordance with the theory of the design of teaching materials and theories of the elements of teaching materials that have been described. Draft concept of teaching materials that designed to determine the arrangement and description of the contents of the material, objectives, and learning activities contained in the teaching material to be made. The conceptual model of the teaching material design researchers in the form of an outline as follows:

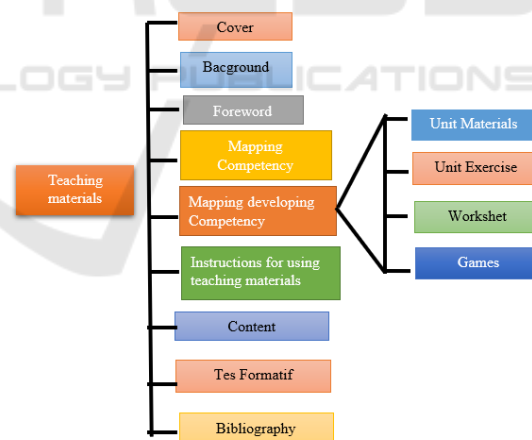


Figure 1: Conceptual Model of English Language Teaching Materials

2 METHOD

Eight steps of the learning model developed by M. AtwiSuparman, namely: (1) Identification of needs and writing general instructional objectives; (2) Carry out instructional analysis; (3) Identifying

students' behavior and initial characteristics; (4) Writing specific instructional goals; (5) Write a benchmark reference test; (6) Develop instructional strategies; (7) Developing learning materials; (8) Develop designs and carry out formative evaluations which include revision activities

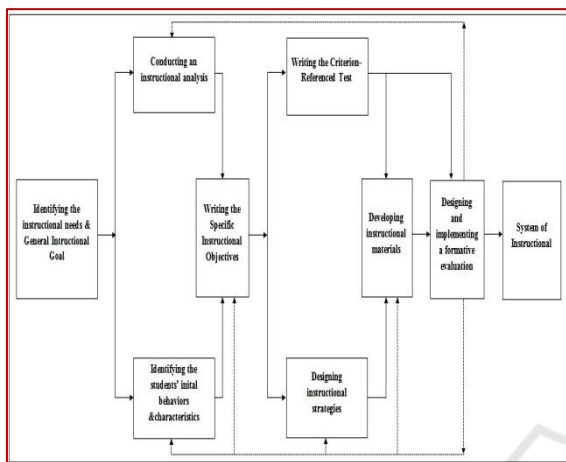


Figure 2: Development Modern Instructional Design Models by Atwi Suparman [2012]

2.1 Identification of needs and writing general instructional objectives

Development of direct method based English language teaching materials for fourth grade students, documents reviewed in the form of documents relating to identification of English language competencies that must be achieved by fourth grade students of elementary school.

2.2 Conducting Instructional Analysis

Identifying learner needs and the process of sequencing abilities or competencies that students must possess to achieve general instructional goals.

2.3 Identifying the Behavior and Early Characteristics of Students

In searching for information about the behavior and initial characteristics of students, interviews with English teachers were related to the level of achievement of students' competencies and learning styles.

2.4 Writing Specific Instructional Objectives

Identifying behaviors and characteristics of students writing specific instructional goals or learning goals. The formulation of Special Instructional Objectives is the basis and guideline for the entire instructional design process.

2.5 Writing a Benchmark Reference Test

Measuring the level of achievement of instructional objectives specifically in using direct method-based English teaching materials for fourth grade students of elementary school. Specific instructional objectives (ICT) are used as the basis for the preparation of the test. Field trials (Field tests) are used in the formulation of benchmark reference tests to measure the level of student achievement of the material provided.

2.6 Arranging Instructional Strategies

Four components to formulating arrange instructional strategies, namely; the sequence of learning activities, methods, media and time.

2.7 Develop instructional materials

In the visual aspect, development uses decorations or icons in teaching materials and the illusion of several activities.

2.8 Designing and Conducting Formative Evaluations

The implementation of formative evaluation uses four stages namely; expert review, 1] one-on-one evaluation 2] small group evaluation and trial field 3] The identifying phase is broken down into three steps, namely: a. Identify needs and write general instructional goals; b. Do instructional analysis; c. Identify the behavior and 4] initial characteristics of students.

2.9 Data Analysis Techniques

Analysis of qualitative descriptive data to evaluate the results of interviews was carried out with six stages carried out including: (1) researchers collected data analyzed; (2) the researcher prepares the data to be analysed; (3) the researcher reread all data carefully; (4) the researcher analyzes in detail

coding process; (5) the researcher describes the findings in the category or theme for the analysis material, then presents the description and themes to facilitate the process of analysis and interpretation of data; (6) the researcher analyzes and interprets the data carried out in an integrated manner. questionnaire was made with a scale of 1-4 value determination based on the ability of the practitioner who appeared. Akdon, [2009] Researchers use the reference below to interpret quantitative data into qualitative data:

Table 1: interpret quantitative data into qualitative data

Very poor	Not good	Good enough	good	Very good
0 %	20%		40%	
60%	80%		100%	

0 % - 20 % is very bad
21% - 40% is not good
41% - 60% good enough
61% - 80% good
81% - 100% very good

Expert test and one-on-one evaluation using interview techniques with the results of the data in the form of qualitative data.

O1 = initial test before being given treatment (pre-test)

X = treatment

O2 = final test after being treated (post-test).

Quantitative data is obtained from the results of the pre-test and post-test, which are then calculated using the test normality, homogeneity, and t test. for the steps in processing and analyzing quantitative data as follows.

Tabel 2: The results of the pre-test and post-test

Pre-test	Information	Post-test
O1	X	O2

2.9.1 Normality Test

The paired t-test test assumes data are normally distributed. Testing for normal assumptions is done by the normality test. The normality test in this study was carried out using the Liliefors test. Rasyid points out the advantages of Liliefors test are simple usage or calculation, and strong enough even with small sample sizes.

HO = Normal distribution

H1 = Distribution is not normal calculation of normality test through Liliefors test (Kolmogrov-Smirnov) with the reason the number of samples taken is less than 30. Test criteria with a significance

level of 5%. Significance level is ($\alpha = 0.05$) if the P-value (sig) ≤ 0.05 then HO is rejected and if the P-value (sig) > 0.05 then HO is accepted.

2.9.2 Homogeneity Test

The normality test obtained data with normal distribution, then performed variance homogeneity tests and hypothesis testing. The homogeneity test in this study was conducted to determine whether or not the variance of the two distributions was the same. Homogeneity tests are usually used as a condition in sample t-test analysis. Statistical tests to measure homogeneity are carried out in the following way:

1. If the data is normally distributed, then for the statistical test using Leven's test
2. If the data is abnormally distributed, then to analyze the statistics using the chi-square test

2.9.3 Paired Sample T-test

Paired sample t-test types of statistical tests to compare the average of two groups in pairs. Paired samples can be interpreted as a sample with the same subject but experience two different treatments or measurements, namely measurements before and after a treatment is performed. Making a hypothesis
H0: There is a significant difference between the results of the formative test on the data pre-test and post-test so that the teaching material is effective
H1: There is no significant difference between the results of the formative test on the data pre-test and post-test, the teaching material is not effective

3 RESEARCH RESULT

The results of the study were through the implementation of formative evaluations through the activity of collecting feasibility data on teaching materials, namely expert validation consisting of linguists, instructional design experts and media experts through interview techniques. In the stage of one to one evaluation, namely a trial conducted on 3 students with the interview process. The next stage of small group evaluation trials conducted on 8 students with respondents filling out the questionnaire obtained the results of the recapitulation percentage of 95.13%, it can be concluded that the assessment of teaching materials in the small group stage obtained the very good criteria.

The stages of the field test were carried out on fifteen students who obtained the results of the field test recapitulation percentage of 97.59%. It can be concluded that the assessment of teaching materials in the field test stage obtained the criteria for Very Good. At the final stage, final test are also held to determine the effectiveness of teaching materials. Data analysis using the pre-experimental test One Groups Pretest-Posttest Design by conducting several tests namely normality test, homogeneity test and paired sample t-test. In the normality test, it is known that P-value (sig) Pre-test is $0.200 > 0.05$, P-value (sig) Post-test $0.070 > 0.05$, then H_0 is accepted. It can be concluded from the normality test that the pre-test and post-test data are normally distributed. In the homogeneity test it is known that the value (sig) is $0.285 > 0.05$, then H_0 is accepted. It can be concluded that in the homogeneity test there is no difference in variance, the data distribution is homogeneous.

The test results on paired sample t-tests obtained an increase in the formative test results of students in learning English after using direct method based English Language Teaching Materials, from an average pre test score of 51.33 to 91.33. Then it is known that the sig (2-tailed) value is $0,000 < 0,05$, then H_0 is accepted. It can be concluded that in the paired sample t-test there were significant differences between the formative test results on the pre-test and post-test data, the effective teaching materials.

4 CONCLUSIONS

This research and development produce direct method based English language teaching materials for fourth grade students of elementary school with the title "Look Around! My House an Easy and Fun English Book For 4th Grader of Elementary School ". Teaching materials are developed through the stages of needs analysis to determine the needs of teachers and students. Products with English learning methods, namely direct method. In the stage of one to one evaluation, a trial was conducted on 3 students with the interview process. The three students expressed interest in teaching materials. The next stage is small group evaluation, which is a trial conducted on 8 students with respondents filling out the questionnaire obtaining the results of the recapitulation percentage of 95.13%, it can be concluded that the assessment of teaching materials in the small group stage is Very Good.

The final stage is a field test carried out on 15 students who obtained a percentage of field test recapitulation of 97.59%. It can be concluded that the assessment of teaching materials in the field test stage obtained the criteria for Very Good. At the final stage, the initial test and final test are held to determine the effectiveness of teaching materials. Data analysis used the pre-experimental test One Groups Pretest-Posttest Design by performing several normality tests, homogeneity tests and paired sample t-test. In the normality test, it is known that P-value (sig) Pre-test is $0.200 > 0.05$, P-value (sig) Post-test $0.070 > 0.05$, then H_0 is accepted. It can be concluded that the normality test for pre-test and post-test data is normally distributed. In the homogeneity test it is known that the value (sig) is $0.285 > 0.05$, then H_0 is accepted. It can be concluded that in the homogeneity test there is no difference in variance, the data distribution is homogeneous.

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