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

Keywords: Direct method, teaching materials, elementary school, English language.

Abstract: The study aimed to develop a comprehensive set of English language teaching materials for elementary school students, focusing on the Direct Method. The materials included textbooks, workbooks, and multimedia resources. The study involved a survey of educators and students, as well as a small pilot test. The results indicated that the materials were effective in improving students' language skills.

1 INTRODUCTION

English as a second language (ESL) in Indonesia is taught in elementary schools, with the Direct Method being a common approach. This study aimed to develop teaching materials for ESL in elementary schools, focusing on the Direct Method. The materials were developed based on the needs of educators and students in elementary schools. The study involved a survey of educators and students, as well as a small pilot test. The results indicated that the materials were effective in improving students' language skills. The materials included textbooks, workbooks, and multimedia resources. The study concluded that the Direct Method is an effective approach for teaching ESL in elementary schools.
Development of English Language Teaching Materials in Elementary School based on Direct Method

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Keywords: Developing materials, direct method, teaching materials, elementary school's students

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-tests 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 understand 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 skills2) 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. Ottoviani, 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
2 METHODOLOGY

Teaching Methods

Diagram: Conceptual Model of English Language

As follows:

1. Direct method (1) Direct route (2) Practice route (3) Teacher route
3. Combination of direct and indirect methods (7) Focused training

Development of English Language Teaching Methods

2 THEORY

Incorporate knowledge in the form of
and move towards a better understanding of
English language, with the purpose of
improving learning progress.

Diagram: Model of Direct Method

Diagram: Flowchart of Conceptual Model of English Language
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.

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. The 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>
<thead>
<tr>
<th>Very poor</th>
<th>Not good</th>
<th>Good enough</th>
<th>good</th>
<th>Very good</th>
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<tr>
<td>0%</td>
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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.

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

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Information</th>
<th>Post-test</th>
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</thead>
<tbody>
<tr>
<td>O1</td>
<td>X</td>
<td>O2</td>
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</table>

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 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 (α = 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-tests are 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

HO: 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 HO 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 HO is accepted. It can be concluded that 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 H0 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 HO 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 HO 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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REFERENCES


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