

Developing English Printed Material on Theme of Environment for Early Young Learners

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Abstract

This study presents the development of thematic English material for early young learners at PAUD Terpadu Joy Kids Makassar, particularly under the theme “Environment” and the sub of theme “Home Yard”. This Research and Development was conducted based on the preliminary study which showed that English was not a compulsory subject, but it was only an interlude. Moreover, the learning material used in that school provided only one page of English vocabulary. Thus, supported by the theory of how young children learn language, the researcher made an effort to develop English material by adjusting the concept of curriculum 2013 for childhood education in order to support the basic knowledge of English for students at PAUD Terpadu Joy Kids Makassar. This study applied the ADDIE model in conducting the process of developing the material. Based on the result of need analysis and documents analysis, the English material was emphasized in introducing vocabulary. Furthermore, the product was in form of printed material. Specifically, the product was recommended to be used by both teachers and students to conduct English learning activity. In addition, for the next researcher, it can be also as the reference to innovate more in developing English material.

Keywords: early young learners; environment; printed material

INTRODUCTION

There have been a number of materials created and served by publisher for a number of disciplines including English. The existing of English materials can be seen widely by observing them in the bookstores, internet, and library. This situation describes how English material is as one of the crucial components in conducting English language teaching and learning activity (Tomlinson, 2012). It is as the source of knowledge which will be delivered to the learners. Some kinds of teaching and learning materials that usually used can be in form of printed material, cassettes, videos, CD-ROM, DVD, live performance, and the internet (Tomlinson, 2001:66). These forms of material are adjusted to the era where the learners are nowadays, thus there have been various media which will support teaching and learning activities. However, English material which is still be

used until now by the learners is in form of printed material. According to Tomlinson (2013), printed material is still the focus of most language learning which is published as books.

Based on the observation of the researcher by asking one of the teachers of PAUD Terpadu Joy Kids, it showed that Joy Kids had only English lesson as an interlude among all subjects that students learn. To be much detail, the students of Joy Kids used “Citra TK (learning magazine)” as a source to learn English which was provided in various themes. After observing that learning magazine, it contained only one page of English material which provided some vocabularies while the other worksheets or exercises were served in Bahasa. Thus, the researcher concluded the interview and observation result that if the students at PAUD Terpadu Joy Kids used Citra TK to learn English, they would obtain limited experience in learning process for just having vocabularies without any English exercises or activities served in that learning magazine.

The fact above shows the result of the regulation taken by Indonesian Ministry of Education and Culture for education curriculum 2013 that English in kindergarten and elementary school is not a compulsory subject for students. Meanwhile, some researchers and experts stated that learning a language is much better to be started at early age like students in kindergarten since they are categorized as early young learners at age 4-5. Thus, considering the previous observation at PAUD Terpadu, the researcher then decided to develop English printed material for early young learners which was based on “Environment” theme. This research would purposely undergo to contribute and to support English learning activities for early young learners as the basic experience in learning foreign language.

METHOD

Research and Development (R&D) is a research design used in this development. This design involves the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to experts, and testing the product (Latif, 2012). Meanwhile, to conduct the process of development, the researcher utilized the ADDIE model. ADDIE is an acronym which stands for Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is a term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development (Molenda, 2003:34). In addition, this model is shorthand for describing a process of Instructional content (Molenda, 2015) in Hess and Greer (2016:267).

1. Subjects

- a. Students (Target Group): 20 students of PAUD Terpadu Joy Kids would be the subject to whom this development was addressed to.

- b. Teachers (Audience Group): 1 teacher of PAUD Terpadu Joy Kids would be invited in interview section to conduct need analysis considering the position of the teacher as the main informant of students' need.
- c. Experts: 2 experts were involved in this research due to make sure the appropriateness of the materials. The experts here dealt with the process of validating the product.

2. Instruments

- a. Interview guideline would be used to collect information in case of conducting need analysis. The contents of interview guideline were related to the learning needs of students over the theme, students' characteristics, the barriers of the English teacher in delivering the materials, students' motivation in learning English, and teachers' willingness to teach English for the students. The interview guideline was constructed based on the need analysis framework of Dudley-Evans and St. John (1998, 125).
- b. Documents (syllabus and lesson plan from PAUD Terpadu Joy Kids and the existing material) would be used as additional references in developing new material.
- c. Validation checklist or review checklist would be given to the expert in validating the product. There should be four criteria to show the quality of the development. These criteria consisted of *relevancy* in which the product is covered the need of the target, *consistency* which refers to the logical design of the material, *practicality* in which the product is usable for the target, and *efficiency* which shows that the product results in desired outcomes (Nieven, 1999). Thus, to support the construction of the statement in validation checklist, the researcher then inserted some theories which can be seen in the table below.

3. Data Analysis Techniques

a. Qualitative analysis

According to Mills and Gay (2016), there are three steps to analyze data qualitatively. It can be seen as follows:

1) Reading/Memoing

All the data gained from the interview and some possibly notes given by the experts should be read by the researcher carefully. The researcher needed to understand and comprehend all the information in order to obtain an initial sense of the data. It was also possible if there is a data reduction since the researcher would consider which data or information was important.

2) Describing

This phase was a part where the researcher would describe the data or information collected from observation, interview, or field notes. It was necessary for the researcher to make sure if she or he had understood well after reading process since the data would be comprehensively described.

3) Classifying

Classifying refers to the process of dividing the data into smaller units by categorizing the theme of the data. It aimed to provide an understanding for the researcher over each data.

b. Quantitative Analysis

In gathering judgement of the research product from the experts in case of validating the material, the researcher would use validation checklist or review checklist. Each response of the statement consists of “yes or no” answer. The result total of response would present the evaluation result of the product which was accounted by using manual formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Figure 1. Score Formula (Source: Sugiono, 2012)

Symbols:

P = Percentage

F = The Frequency of The Responses

N = The Ideal Score Total

100 % = constant number

After obtaining the total of the response, the data would be converted to the rating scale which showed the final grade of the product.

Table 1. Rating Scale (Source: Sugiono, 2012)

Grade Scale	Verbal Scale
81-100	Very Good
61-80	Good
41-60	Sufficient
21-40	Bad
0-20	Very Bad

FINDINGS AND DISCUSSION

As the result of the research which was conducted at PAUD Terpadu Joy Kids Makassar, the data then were presented along with the discussion according to the research objectives. In other words, the data were organized and explained based on the ADDIE Model.

1. The Needs of Students in English Printed Material

a. Reviewing Need Inventory for The Linguistic Need

The researcher revealed the linguistic need of students by analyzing their learning ability and learning priority. These two information were collected from the interview result between the teacher and the researcher in order to create English material properly.

1) Learning Ability

The researcher identified from the interview result point 3 (language information) with the teacher about the students' English learning ability. Based on the analysis of the interview, it shows that the students' English ability in the area of vocabulary was still in the basic level. They still need more improvement in which the students will have opportunity to broaden their vocabulary.

2) Learning Priority

Identifying learning priority was still based on interview analysis point 6 (Learning Need) in which the teacher revealed what material should be prioritized for students in the level of kindergarten. The researcher also observed the existing material to recognize activities created for them. Then, it indicated that childhood education was introduced some basic materials such as vocabulary, number, simple sentence, and art activity.

Table 2. Students' Learning Priority

Vocabulary
Number
Simple Sentence
Art

b. Reviewing Needs Inventory for Learning Need

Learning need of students consisted of students' learning problem and learning attitude. Learning problem of students showed their difficulty in achieving expectation or goal in learning process in which this information was obtained from analyzing interview result with the teacher. Meanwhile, the learning attitude including both learning preference and learning style gave insight to the researcher in creating material since these were factors affecting students' learning process.

1) Learning Problem

Based on the interview result point 4 (Learners Lack) and the analysis of the existing material, the students in PAUD Terpadu Joy Kids Makassar had difficulty in learning English for the causes below:

Table 3. Students' Learning Problem

The students had less reference for English activity
The students had less reference for thematic vocabulary
The students were easy to get bored in uninteresting material

2) Students' Learning Preference

Learning preference the students dealt with in what situation they could feel at ease in receiving knowledge through playing even they could achieve their goal in learning process. Then, based on the data from interview point 7 (Language Learning Need) with the teacher, it indicated that the students in the level of kindergarten preferred to be involved in learning process through playing. Besides, they were also interested in having concrete thing during learning activity since it made them easy to understand what the teacher explain to them. Furthermore, the students were keen on learning with colorful material design.

3) Learning Style

In accordance with the interview result and also by considering their learning preferences, then it can be listed for the learning style which are suitable with the students in kindergarten especially at PAUD Terpadu Joy Kids.

Table 4. Students' Learning Style

Learning through playing
Learning by picture
Learning by video
Learning by audio
Learning through interesting material

2. The Design of English Printed Material for Students

In designing phase, the researcher purposely created the syllabus to organize the course content. To conduct this stage, it was necessary to decide what kind of syllabus that would be arranged. In this development, the researcher adopted the syllabus design from the regulation of education ministry of Indonesia for childhood education.

Table 5. Prototype Syllabus

Theme/theme sub	Basic competence	Indicataor	Learning activity	Learning source	Evaluation	Time
ENVIRONMENT "Home Yard"	3.3 Recognizing parts of body, function, and movement for hard and soft motor development	3.3.1 Identifying things (Roof, wall, door, etc)	Students learn some parts of home building	• Learning material • Pictures • Realia • Teachers' voice	Observation	15 m
		3.3.2 Identifying things at home yard	Students learn some things at home yard			
	4.3 Utilizing parts of body for hard and soft motor development	4.3.1 Creating home by using paper	"Sticking Shapes (Home)"			
			"Finding Things" (students should find			

4.3.2 Exploring items at home
things at home yard in their
yard school)

3. The Development of English Printed Material for Students

In this part, the researcher presents the explanation of the material in English learning activity which are arranged into several aspects. The whole developed material can be seen as follows:

a. Morality and Religion

The aspect of morality and religion is one of the regulation in childhood education (Permendikbud, 2015). It requires the teacher to support students' morality and how they understand religious value which are embodied in their learning activity.

b. Physic-Motoric

The aspect of Physic-Motoric involves the realization of moments in which the process of students' kinesthetic improvement can be conducted (Permendikbud, 2015). This aspect refers to the process when the students are able to use their parts of body in doing or working something even in solving problems.

c. Cognitive

This aspect also appears in students' learning activity. The process where the students engage in is the process of realizing their thinking ability in context of playing. There are two activities which the researcher develop for this aspect. It can be seen as follows:

d. Language

The language aspect is realized to develop the skill of using language in the process of students' learning by playing (Permendikbud, 2015). There are two activities created for this aspect which can be seen as follows:

e. Social-Emotional

Based on the information from the teacher in interview section, the aspect of social-emotional was usually not given in a task, but this aspect was usually observed by the teacher when the students run the learning process, for example, how the students work and behave to their friends. However, in this development, the researcher created one activity to introduce some emotions in English.

f. Art

As the last aspect to be developed in kindergarten curriculum, the aspect of art is given to realize a moment in which the students are able to broaden their exploration, expression, and art appreciation in the context of learning and playing. In this development, the researcher provide two activities where they may obtain new vocabulary and also support students' self development in art.

4. The Evaluation of English Printed Material for Students

a. Self-Evaluation

The researcher had created English material for early young learners at PAUD Terpadu Joy Kids Makassar under the theme “Environment”. The material was specifically constructed into the theme sub “Home” and its smaller sub “Home Yard”. In the process of developing the material, the researcher collected data and information by conducting need analysis through interview section and Documents analysis (previous material, syllabus, weekly lesson plan, and daily lesson plan) in order to produce appropriate English material for kindergarten students.

b. Peer Evaluation

The whole material showed that the material which has been created by the reseacher has been good by covering the need of students, and it has been adjusted to the basic competence, the indicator, and the curriculum content for kindergraten. Moreover, it also contained pictures and barcode in every activity.

Table. 6. Peer Evaluation Result

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	1. The appropriateness of the material for childhood education in introducing English	30
	2. The appropriateness of the material toward the students' need	30
	3. The appropriateness of English material toward the age of students	0
The thematic material to introduce “Environment” in English (Soni, 2015)	1. The appropriateness of Environment theme for childhood education	40
	2. The Environment theme as a part of students' interest	30
	3. The influence of Environment theme for students' English learning	30
The learning activities in the developed material (Soni, 2015)	1. The variety of activity in the developed English material	0
	2. The influence of English material toward students' active participation	30
	3. The influence of English material for students to practice English	30
The skill and the competence in the developed material (Suyanto,2014)	1. The influence of English material toward students' English skill development	50
	2. The influence of English material to provide thematic vocabulary	50
Teachers' role toward the developed material (Tomlinson,2013)	1. The use of the developed material as teaching reference for teacher	40
	2. The easiness of English material to be used by the teacher	30

	3. The use of English material in evaluating students' skill development	30
The learners' role toward the developed material (Tomlinson, 2013)	1. The influence of English material in students' social interaction	0
	2. The influence of English material in creating interactive condition in the classroom	50
The existing of self-development program in material (Permendikbud, 2015)	1. The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology, 2015)	1. The attractiveness of the developed material for students	40
	2. The appropriateness of the input (picture, vocabulary, activity) for students	0
	3. The encouragement of the input for students to learn English	0
Total		510

$$P = \frac{510}{800} \times 100\%$$

$$= 63,75 \% \text{ (Good)}$$

c. Expert Validation Result

The validation process was conducted two times in which the first result showed the suggestion from the experts to create the learning steps in order to explain the procedure in running the activity. Meanwhile, the second evaluation indicated that overall, the material has been good and has been appropriate to the theme. The pictures on worksheet are very attractive and the activities are also variative. However, it needed to be more accentuated for the aspect of scientific learning and paid attention to the appropriateness of the pictures on worksheet to the level of student in kindergarten.

Table. 7. Expert Validation Result

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	The appropriateness of the material for childhood education in introducing English	30
	The appropriateness of the material toward the students' need	30
	The appropriateness of English material toward the age of students	0

The thematic material to introduce “Environment” in English (Soni, 2015)	The appropriateness of Environment theme for childhood education	40
	The Environment theme as a part of students’ interest	30
	The influence of Environment theme for students’ English learning	30
The learning activities in the developed material (Soni, 2015)	The variety of activity in the developed English material	40
	The influence of English material toward students’ active participation	30
	The influence of English material for students to practice English	30
The skill and the competence in the developed material (Suyanto, 2014)	The influence of English material toward students English skill development	50
	The influence of English material to provide thematic vocabulary	50
Teachers’ role toward the developed material (Tomlinson, 2013)	The use of the developed material as teaching reference for teacher	40
	The easiness of English material to be used by the teacher	30
	The use of English material in evaluating students skill development	30
The learners’ role toward the developed material (Tomlinson, 2013)	The influence of English material in students’ social interaction	0
	The influence of English material in creating interactive condition in the classroom	50
The existing of self development program in material (Permendikbud, 2015)	The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology, 2015)	The attractiveness of the developed material for students	40
		0
	The appropriateness of the input (picture, vocabulary, activity) for students	0

	The encouragement of the input for students to learn English	
Total		550

$$P = \frac{550}{800} \times 100\%$$

$$= 68,75 \% \text{ (Good)}$$

CONCLUSION

The researcher conducted need analysis in order to develop English material based on environment theme by conducting interview with the teacher at PAUD Terpadu Joy Kids Makassar and analyzing some documents from the kindergarten including the syllabus, the lesson plan, and the existing material (Citra TK). The researcher then analyzed the interview and analysis result to create the inventory need for the English material which was developed. In addition, the English material which has created for the students focused on introducing vocabulary along with number, phrase, simple sentence, and art by integrating the activities to the six self development programs (Morality and Religion, Social-Emotional, Cognitive, Physical-Motoric, Language, and Art). Furthermore, the researcher put the barcode on some worksheets in order to provide related video to the exercise. Finally, the validation result from the experts showed that the English material created by the researcher has been well designed enough for the students in the level of kindergarten.

The researcher suggested that the teacher can use the English material as the reference to conduct English lesson as an interlude in the classroom learning since it has been created based on the students need. Besides, the students can also use this material to conduct their English learning at home with the guidance of the parents. Moreover, since it was still not done perfectly, the next researcher can broaden for the data source in developing material, so that there will be another improvement from what has been present recently. Then, conducting implementation process as one of the parts of ADDIE Model should be undergone in order to know the effectiveness of the material.

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