Developing English Material for Early Childhood ...

by Sahraini Sahraini

Developing English Material for Early Childhood Education Students at the Faculty of Education and Teacher Training in Islamic Higher Education, Indonesia

Sahraini

Institut Agama Islam Negeri Palopo

St.Hartina

Institut Agama Islam Negeri Palopo

Bio-profiles:

Sahraini is English Teacher at State Islamic Institute (IAIN) Palopo. She is interested in research, assessment, and evaluation in Education. She graduated with honors from Doctoral Degree in State University of Yogyakarta in Educational Research and Evaluation. She founder of English Study program in IAIN Palopo. She has attended to a lot of international and national conferences and symposiums. She also the head of Language Center of IAIN Palopo.

St.Hartina is English Teacher at State Islamic Institute (IAIN) Palopo. She has received her M.Ed in Makassar Univercity on ELT.

Abstract

The main goal of this study was to produce an English materials for students of Early Childhood Education Student at Faculty of Education and Teacher Traning in Islamic Higher Education. The Research and Development (R and D) used for developing the English material. There were three phases of design used to develop the English material, namely: need assessment, design, and development/implementation. The respondent involved in this study were the content and instructional experts, a layout

design expert and 30 students of the second semester at IAIN Palopo. The data were collected through a questionnaire and interview. The instrument of data collection were a questionnaire and observation sheet. The result in need assessment phase becomes the basis to design the draft of English materials. All the contents of the materials refers to English for Early childhood Education package into 3 units which is contained 20 tasks for each unit. The draft of design material is developed, tried out, revised, and evaluated to produce the final product. The result of the study shows that the design material are appropriate for the student as indicated by the mean of the content expert evaluation on the material aspect was 4.00 and the layout design expert evaluation was 4.30. The mean of tryout of unit 1was 4.00 (*very good), ,*unit 2 was 4.33 (*very good*), unit 3 was 4.44 (*very good)*. The Results showed that English material used for Early Childhood Education Student still general. The material was the same for all study programs. However, each study program such as religious, education, mathematics, economics, law are requires a different English learning materials. This study has developed English learning materials based on ESP by analyzing the needs and design of the syllabus of each study program. Thus, the results of this study are more effective than existing materials because they have been developed based on systematic development research procedures and have been tested and revised based on recommendations from English language experts. It means that the materials are trustworthy and appropriate to apply at Early Childhood Education in Islamic Higher Education.

Keywords : Developing Material, English for Specific Purposes

Introduction

English for specific purposes (ESP) has grown rapidly in line with the learners' needs of language especially in communication skills academically. All over the world used it as a second and foreign language in non-native context (Kachru, 1983). The demand of English for Spesific Purposes (ESP) is inc reasing not only in those countries where English is used as a mother tongue, but also in many other countries where the students have to adopt English as a medium of instruction for higher education (Jordan, 1997). It is vital to develop texts in students' particular disciplines so that they are able to

perform various tasks in the contexts of their disciplines, for instance, note-taking during lectures and reading texts specific to their major.

In improving the quality of national education, the innovation needs of the English for Specific Purpose curriculum for science students need to be developed as soon as possible so that graduates can compete in entering the workforce. The development of ESP teaching materials needs to be carried out to support and create quality graduates who are able to compete in the world of work who require skilled English-speaking workforce to be actively in accordance with the needs of today's workforce. ESP is a practicle dicipline with the main focus on helping students to learn (Dudley-Evans, T., St John, M. J., & Saint John, M. J.,1998) and Language teaching materials must consider relevance based on student needs (Morgan, G., & Alfehaid, A.: 2019)

In fact in the field, most lecturers are still teaching using the same English methods and materials, namely general English in different majors. Though what students should learn in class must be in accordance with the needs of students in the workforce later. In addition, special textbooks are not available due to the lack of availability of ESP books and the inability of lecturers to design ESP teaching materials. Most of the topics that are shared are those that have direct relationship to their background study. This causes students to be less motivated to learn and difficulties in communicating their background studies in English because most of their language choices, not to support their background study as students of Early Childhood Education. So, teachers should modify the materials to meet the needs of students (Aniroh, K. : 2019).

By knowing the relationship between English language and their major, the learners can raise their motivation in learning English because they have already seen that English they learn is not useless but it has a great relationship with their major. When the relevant materials are implemented, they will realize that English can help them learn their major.

Statement of the problems

The research question of this study was how is the appropriate English materials for Early Childhood Education Program in Islamic Higher Education?
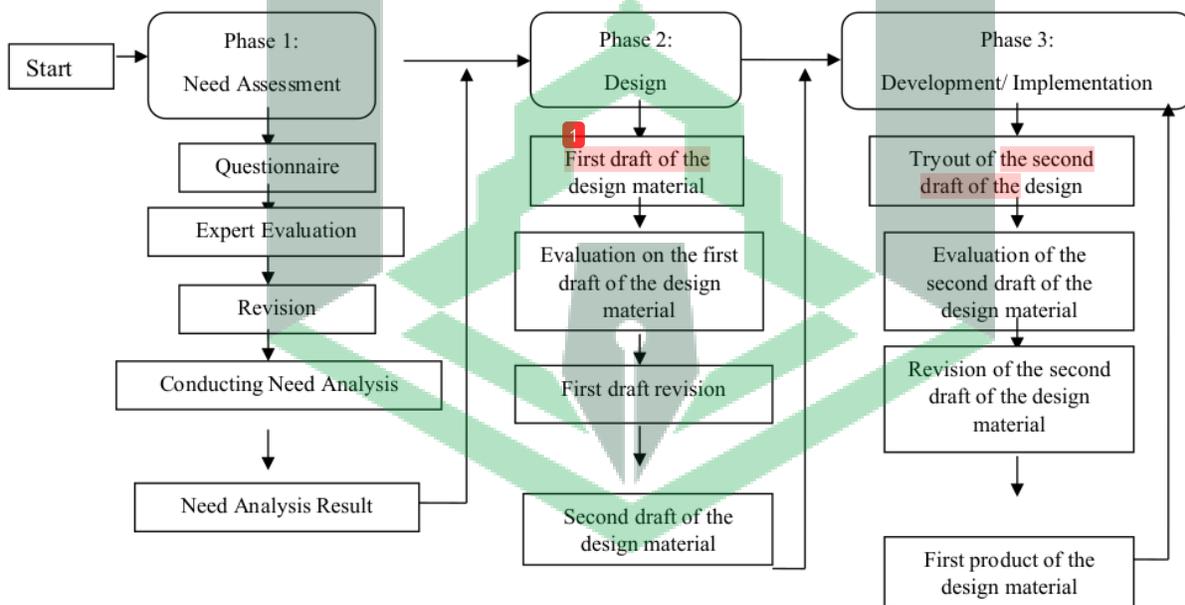
Significance of the Study

The resulting product of this study will facilitate teachers and students to learn the English language that appropriate material for Early Childhood Education in Islamic Higher Education.

Methodology

This research utilized Research and Development (R&D) design in which the researcher incorporates the analyzed knowledge into a product that can be realistically implemented in the school setting (Borg and Gall) .This research adopted Hannifen and Peck Design Model and ESP curriculum design model. It has three phases; need assessment, design, and development/ implementation (Taylor, 2006).

The flow of the research is present on the figure 1 below :

```
┌───────┐     ┌──────────────────┐      ┌──────────────────┐      ┌───────────────────────────┐
│ Start │────▶│ Phase 1:         │─────▶│ Phase 2:         │─────▶│ Phase 3:                  │
└───────┘     │ Need Assessment  │      │ Design           │      │ Development/ Implementation│
              └──────────────────┘      └──────────────────┘      └───────────────────────────┘
                      │                          │                          │
              ┌──────────────────┐      ┌──────────────────┐      ┌───────────────────────────┐
              │ Questionnaire    │      │ First draft of the│     │ Tryout of the second      │
              └──────────────────┘      │ design material   │     │ draft of the design       │
                      │                 └──────────────────┘      └───────────────────────────┘
              ┌──────────────────┐      ┌──────────────────┐      ┌───────────────────────────┐
              │ Expert Evaluation│      │ Evaluation on the │     │ Evaluation of the         │
              └──────────────────┘      │ first draft of the│     │ second draft of the       │
                      │                 │ design material   │     │ design material           │
              ┌──────────────────┐      └──────────────────┘      └───────────────────────────┘
              │ Revision         │      ┌──────────────────┐      ┌───────────────────────────┐
              └──────────────────┘      │ First draft       │     │ Revision of the second    │
                      │                 │ revision          │     │ draft of the design       │
              ┌──────────────────┐      └──────────────────┘      │ material                  │
              │ Conducting Need  │      ┌──────────────────┐      └───────────────────────────┘
              │ Analysis         │      │ Second draft of the│     ┌───────────────────────────┐
              └──────────────────┘      │ design material   │     │ First product of the      │
                      │                 └──────────────────┘      │ design material           │
              ┌──────────────────┐                                └───────────────────────────┘
              │ Need Analysis    │
              │ Result           │
              └──────────────────┘
```

Figure 1: Hannifen and Peck Design Model

The data were collected through questionnaires and interview. The need assessment questionnaires used to collect the data drawing the learners' need. . The questionnaires used were developed and adopted from the assessment questionnaire by Nunan (2004) to gather the information about goal, input, activity, setting, teacher's role and learners' role and also constructed based on the need assessment theory proposed by Nation and Macalister (2010) which was related to necessities, lack and wants of the students and Richards (2001:75) which was related to the level of students' English proficiency level. The questionnaires were given in the need assessment and tryout phases to the 30 students of Early Childhood Education in Islamic Higher Education.

The need assessment result was used to construct the course grid as the guideline in writing the learning material. The process of constructing learning material refers to the theory of developing unit of work proposed by Nunan (2004:31-3) and the basis of sequencing tasks proposed by Richard and Rodgers (2006:232-3) . The developing unit as the first draft sent to the expert to be evaluated. The revised draft then become the second draft of the learning material which was applied in the classroom setting to be tried out by the students as the users of the design material. Having tried out , the questionnaire was shared to the students to get their opinion. The result of the try out and expert comments are used to revised for the improvement of the materials. The revision of the second draft becomes a text book as the final product of the material design.

Results and Discussion
Need Analysis

The results cover the needs analysis, developing course grid, the process of designing and writing the materials, expert judgment, the tried out of the designed materials, respondents' opinions on the designed materials, suggestions on the designed materials, the revision, and the description of the final product of designed materials.

To determine the learners' needs and preference on designed materials, the researcher used the six components of task proposed by Nunan (2004:41) and target needs proposed by Hutchinson and Waters (2006: 54-55).The need analysis shows the finding of skills priority needed by the students of Early Childhood Education Program from the

313

most to the least important. Students are asked to rate or provide numbers from 1 to 4 on each skill. The result is then presented in Figure 2 .

The resulted data from the questionnaire shows that speaking takes the first priority in providing materials for the students. 50% of students agree that speaking must more be included in the lesson for prime portion in materials. It indicates that speaking really benefits for the students.
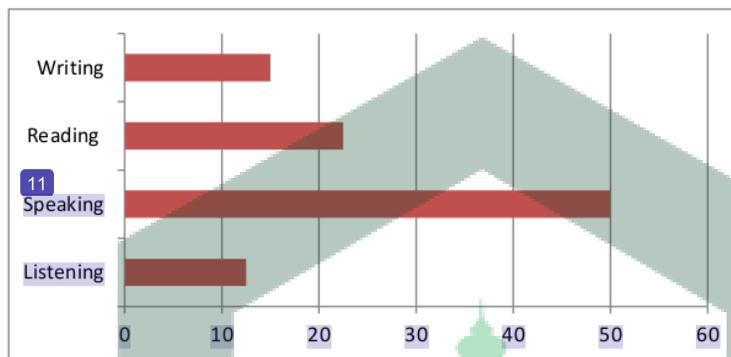

Figure 2: *Skill priority of using language skills in students academic domain*

The next three questions focuses on the target needs which is their perception on teaching of English in their classroom, the relevance of the materials toward their background study, and their needs of English materials related to Early childhood education It shows 60,18 % the students study English because they are willing to be success in communicating in English and to access information in English.

Based on an analysis of students lacks, it was found that the students got some difficulties, namely : difficult in understanding the meaning of the words in listening skill. In expressing their ideas in conversation, they got difficulty in finding appropriate meaning of words, finding proper vocabularies, finding suitable expression . In writing skill , the difficulties are expressing the ideas, arranging sentences in a proper arrangement and applying the appropriate punctuation . Meanwhile , the difficulties in reading is find the main ideas , find the details information and find the specific information. The data was elaborate in figure 3.
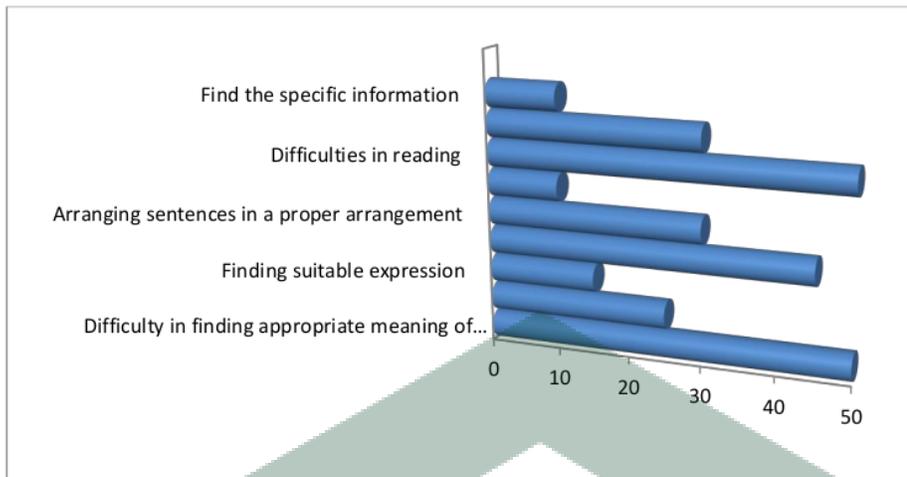
Figure 3. Students lack in learning English

Related to learning needs of the students are topic input related children development, song for children and learning method for children. In listening skill, the students prefer to identify certain information from the listened dialog / monologue with the length of the text around 100 – 150 words. In speaking, they like to Discussed about a particular topic or specific problem (50%), Practice dialogue in front of the class in pairs with friends (30%) and role play (10%). In reading skill, read an individual text then answer the question about the text (30%), a text with a true-false question (20%) become the preferable input with the length of the text around 100 – 150 words. In writing skill Arrange sentences so that they become one correct paragraph (70%) and Identify and correct sentence structure errors (30%) are preferable. The students preferred completing the task individually, in pairs and in group and also discussing the group with the peers. In teaching and learning , the students preferred the teacher to act as an organizer is involving students and organizing learning activities.

Design

The design of the first draft referred to the developing unit of works and task difficulty purposed by Nunan (2004). The researcher reviewed the competency- based curriculum of English subject used in Early Childhood Education Program. The content of the curriculum which was used as the basis of developing the materials.

The guideline of teaching English to Early Childhood Education program has already been in curriculum. In the syllabus, there are learning objectives and learning outcomes which are (1) proficiency in reading texts properly and correctly, (2) good and correct communication (3) good and correct writing skills (4) understanding that are discussed properly and correctly.

It was started by arranging the course grid then the task arranged based on the level of difficulty. The topics were developed based on the themes which were taught in several subject contents such as learning strategies for early childhood, psychology of early childhood development, curriculum development for early childhood education and so on. In addition, the themes were matched with basic competencies of English curriculum.

Course grid consisted of topics, learning outcomes, objectives, life skills, language function, structure, language input and learning activities. It was designed for one semester. The selected material from the course grid were developed and organized into the textbook as the first draft.

In designing the English materials the researcher referred to task types which were proposed by Ellis (1991: 232), and Pattison (1987 in Nunan, 2004: 57- 58); and patchwork sequence of ESA that was proposed by Harmer (1998: 30). According to the result of needs analysis and the course grid that has been described previously, the designed materials consist of three units. Each unit consists twenty of tasks. It covered reading, listening, speaking and writing skills, grammar focus and also vocabulary building. All of them are integrated each other by using input texts. The text focused on vocabulary development and text type understanding, while the other is grammar focus covered all of grammar points in aforementioned input texts.

After being designed, the three units then became the first draft. Before they were tried-out to the students of Early Childhood Education program, they had to meet the qualifications of good materials from the expert judgment. In this matter, the expert judgment was two of the English lecturers in IAIN Palopo. They were eligible for being an expert on material development.

The expert judgment took three-time consultations. In three-time consultations, there were several parts which still needed to be revised. The suggestions covered the linguistic problems, forms of instructions, effectiveness of the designed activities, and input texts.

After following all of the suggestions from the expert, then the materials were approved and ready to be tried-out to the learners. To make sure that the developed materials were ready to be tried statistically, then a form of questionnaire was administered to the expert.

Based on the data obtained from the questionnaire, it was concluded that the developed materials were ready to be tried-out. This can be seen from the result of the questionnaire that was administered to the expert. There were two aspects being evaluated. They were content aspect and layout design aspect. Here are the results of each aspect based on statistical data obtained from the expert judgment.

Figure 4. Statistical Data Analysis of Expert Judgment

Figure 4 shows that the average mean of content aspect was 4.00. Thus, the content aspect was categorized as very good. In terms of layout design aspect, the average mean obtained was 4.33 It means that layout design aspect was also categorized into very good category. It was obvious that the developed English materials were definitely ready to be tried out to the students. After revised, the second draft was copied and used by the student in the process of teaching and learning English for Early Childhood Education program. In this section, the researcher was given three meetings to try-out the developed materials. This was of course feasible to try-out three units of the developed materials for six meetings.

To evaluate the appropriateness of the second draft of the design material, close-ended questionnaire was used to get the students' opinions about the design material. There are

six aspects that were evaluated in this research. They were goal, input text, material impact, task, instruction, and lay out. The result of the tryout questionnaire was computed to find out the mean of each unit. The mean was then used to define the appropriateness of the second design material.

Table 1 : *The mean of try-out questionnaire of the second draft*

Aspect	Mean
Unit 1	4.00
Unit 2	4.33
Unit 3	4.44

Table 1 showed the mean value after the second draft of designed materials revised and implemented in the try out, the data analysis showed that the design material are appropriate for the student as indicated by the mean of tryout of unit 1was 4.00 (*very good*), ,unit 2 was 4.33 (*very good*), unit 3 was 4.44 (*very good*). If the mean value was ≥ 3.7 was categorized as very good.

The data obtained from such evaluations then were analyzed considering respondents' opinion on the developed and tried-out materials. The researcher revised the designed materials. After revising the second draft of the materials based on respondents' suggestion in interview, then the materials were approved to be the final draft of the developed materials in this study. Five components of the developed materials were evaluated by using theories proposed by Nunan (2000), Tomlinson and Masuhara (2004), and McDonough (2003), and the designed materials were approved to be suitable for students of Early Childhood Education Program.

Conclusion

It is important to develop English material that is suitable for students of the Early Childhood Education Program. By considering the purpose of this study, the researcher made two conclusions, namely the process of developing materials and on specifications appropriate English material for Early Childhood Education Program.

Regarding the material development process, there are several phases followed by the researcher, namely conducting need analysis, developing material grid, organizing or writing the materials, judging the designed materials by using expert judgment, trying out the second draft, evaluating and revising the materials, and writing the final draft of the designed materials. English material designed consists of 10 units which has 10 tasks of each unit. It focuses on listening, speaking, reading and writing as the integrated skills.

After conducting all the steps or stages of research and development and following all the principles of the theory used, the researcher come to conclusion that the resulted product of materials having been validated has a number of strengths. This product of materials has been suitable for it is proven with its synchronization with students needs of Early Childhood of Education program. I recommend those curriculum developers to develop English material according to their respective study programs. Therefore, in the development of English Materials for Early Childhood Education Students tailored to the needs of students. This is important to differentiate between one study program and another.

References

Aniroh, K. (2019). The Challenges of Teacher-Students in Developing ESP Teaching Materials. *The Asian ESP Journal*, 42.

Borg, W. R., and Gall, M. D. (2003). *Educational Research: An Introduction, 7th Edition*. New York: Longman, Inc.

Dudley-Evans, T., & St, John. M.-J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

Ellis, R. (1991). *Grammar teaching practice or consciousness-raising?; Second Language Acquisition and Second Language Pedagogy* .Clevedon, Avon: Multilingual Matters

Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Edinburgh: Pearson Education Company.

Hutchinson, Tom and Alan Waters. (2006). *English for Specific Purposes; A Learning Centred Approach*. Cambridge: Cambridge University Press.

Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

Kachru, B. B. (1983). *The Indianization of English: The English language in India*. New Delhi: Oxford University Press.

McDonough, Jo and Christoper Shaw. (1993). *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Blackwell Publishing Ltd.

Nunan, David. (2004). *Task-based Language Teaching,* New York: Cambridge University Press.

Nunan, D. 2001. *Aspects of Task Based ESP instructional materials Design*: karen's Language Issues, (online)

Mac Alister. J. 2010. *Language Curriculum Design*, New York: Routledge Tailor and Francis Group

Morgan, G., & Alfehaid, A. (2019). The evaluation of an English for specific purposes course taught to pre-sessional undergraduate students in tandem with general English. *The Asian ESP Journal*, 15(3), 56-98.

Taylor, Lyn. (2004). *Educational theories and instructional design model, their palec in simulation.* Retrieved on July 14. 2010 from http://web.mac.com/smhsmusic/Ubos_Blog/EDIT_580/Entriess/2006/8/6_Educational_Theories_files/057-taylor.pdf

Tomlinson, Brian., and Masuhara, Hitomi. (2004). *Developing Language Course Materials*. Singapore: SEAMEO Regional Language Center.

320

Developing English Material for Early Childhood ...

18% SIMILARITY INDEX	17% INTERNET SOURCES	0% PUBLICATIONS	4% STUDENT PAPERS

PRIMARY SOURCES

1	eprints.uny.ac.id Internet Source	7%
2	journals.iobmresearch.com Internet Source	3%
3	Submitted to Iain Palopo Student Paper	1%
4	repository.iainpalopo.ac.id Internet Source	1%
5	staff.uny.ac.id Internet Source	1%
6	ejournal.iain-tulungagung.ac.id Internet Source	1%
7	repository.usd.ac.id Internet Source	1%
8	ojs.unm.ac.id Internet Source	1%
9	Submitted to Program Pascasarjana Universitas Negeri Yogyakarta	1%