



Developing English Textbook Material for Islamic Primary Education Program: a Participatory Action Research

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ABSTRACT

Key Words:

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PGMI
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Needs and situational
analysis

English material for primary students has long been considered distinctive and specific. Unfortunately, the material given to the students is not always in accordance with their context. Consequently, the teaching and learning activity often fail to meet the targeted competence. As needs and situational analysis are already proven to be effective for composing specific learning material for particular students, they are proposed by many educational experts and practitioners to be implemented. The basic concept of needs and situational analysis which emphasize the involvement of all related participants become the reason to integrate them with Participatory Action Research (PAR) method which in fact has the same concept. This is the ground reason of this research. This research discusses the importance of combining PAR methods with needs and situational analysis and integrates it with Islamic context, as PGMI is attached with Islamic nuance. The procedures of conducting the whole process from the very beginning until the last are presented. Lastly, further researches on different field of study are also suggested.

ABSTRAK

Kata Kunci:

Materi bahasa Inggris
Siswa sekolah dasar
PGMI
PAR
Analisa kebutuhan dan
situasi

Materi Bahasa Inggris untuk tingkat sekolah dasar telah lama diakui sebagai materi yang spesifik dan berbeda. Sayangnya, materi Bahasa Inggris yang diberikan kepada para siswa tidak selalu sesuai dengan konteks mereka. Akibatnya, kegiatan belajar dan mengajar seringkali gagal untuk memenuhi target kompetensi siswa. Analisa kebutuhan dan situasi telah terbukti efektif untuk dijadikan dasar konsep menyusun materi ajar untuk siswa dengan kebutuhan tertentu sehingga disarankan oleh banyak ahli dan praktisi pendidikan. Konsep dasar analisa kebutuhan dan situasi yang menekankan pada keterlibatan semua partisipan dan subyek yang terkait menjadi alasan untuk menggabungkannya dengan metode PAR yang memang mempunyai konsep yang sama. Penelitian ini membahas pentingnya menggabungkan metode PAR dengan analisa kebutuhan dan situasi dan mengintegrasikannya dengan konteks keislaman. Prosedur pelaksanaan keseluruhan proses penelitian ini dari awal hingga akhir dijelaskan secara rinci. Penelitian lanjutan untuk disiplin ilmu yang berbeda juga disarankan untuk dilakukan.

Introduction

English is one of the compulsory subjects taught as a General Basic Course (MKDU) in all study programs at all state and private universities, both State Islamic Universities (Perguruan Tinggi Keagamaan Islam Negeri (PTKIN)) and Private Islamic Universities (Perguruan Tinggi Keagamaan Islam Swasta (PTKIS)). As a compulsory subject in all study programs, English has a significant role as the student's asset during their study and also after graduation, not least in the Islamic Primary Education Program (*Pendidikan Guru Madrasah Ibtida'iyah* (PGMI)). English material given should be in accordance with the target competence of PGMI students and the Islamic nuance character.

During this time, English language textbook for PGMI program is least likely found, a textbook material which is specifically designed by integrating Islamic elements. Based on the writer's observations and interviews with several English lecturers who teaches in the PGMI program, it is still found that the English material taught is still too general. The fact that one characteristic of the PGMI program is its Islamic element is absolutely essential that the content of English material contained therein must contain Islamic nuance. All texts, dialogues, examples and contexts must be Islamic. If this is ignored, there will be no specific characteristics that differentiate PGMI from PGSD program, and there is no difference in the competence of students who graduate from the two different study programs.

Another problem found lies in the constraints to concoct English material in accordance with the PGMI program. This is not due to the lack ability of English lecturers to find the appropriate and suitable material, but because of the lack of availability of the time to conduct research and deepen the material which should be included. English for PGMI program is *English for Specific Purposes (ESP)*, which means English for specific purposes. Material for ESP should be prepared with several thorough analysis processes, namely the *needs and situational analysis* which requires quite long time to conduct from the beginning to the end. The lecturers are full of workload and administrative tasks that must be fulfilled because many of the lecturers avoid with thorough process of preparing ESP material with complete phases which take long time and complicated stages.

Any textbook material should have been through trials to find out how effective the textbook is in meeting the targets of established competencies. Based on the *preliminary study* results by interviews with some English lecturers, this stage is often missed for several reasons; time and funding limitations. However, product testing should still be carried out so that the deficiencies in the product can be revised until the predetermined learning objectives are met. Borg and Gall (2003) stated that the product trial aims to obtain a qualitative evaluation of the product being developed. The result of this evaluation and revision will be the basis for the next stage development.

Based on the problems above, the researcher conducted Research and Development (R & D) of English language teaching materials for PGMI program. This study was conducted based on PAR (Participatory Action Research) because the direct users of the material are the teacher and student (Tomlinson) themselves and the people involved in this PAR research-based are the people who are directly affected by the problem (Morales). Therefore, teachers and students are the main subjects that must be explored their needs and interests as the main basis of the development of the teaching materials. The teachers and students refer in this study are: English lecturers, lecturers who teach in PGMI program, teachers in Primary schools, PGMI program students, and students who attend school in Islamic Primary School or known as *Madrasah Ibtida'iyah (MI)*. In addition, PAR also involves collaboration among *stakeholders* (Ary et al.), which in this research will be asked perception and perspective about PGMI curriculum and competency targets of *Madrasah Ibtida'iyah (MI)* graduates .

Based on the above explanation, this research combines the concept of preparation of *English for Specific Purposes (ESP)* material with *Participatory Action Research (PAR)* method. Both have the same basic concepts, namely the involvement of research subjects and *stakeholders*. The PAR method also involves practitioners in the research process from initial project design through data collection and analysis to final conclusions and actions in research (Whyte). In ESP, the involvement of subjects, practitioners and *stakeholders* are at the data collection and processing of the needs assessment and situation (*needs and situational analysis*). In accordance with the target achievement competence of PGMI program graduates, English materials taught included in the category of ESP which the materials must be designed according to learners'

specific needs (Hutchinson and Waters; Belcher), which in this study were students of PGMI with its Islamic context.

Method

This research was carried out by focusing on several steps. The first step is analyzing some details as the basis for preparing ESP materials, namely: (1) analyzing the needs of the students' language (*needs analysis*), and (2) analyzing situational analysis. After that, the draft of the material is compiled and tested in the class. At this stage, the observation of the use of materials in the class is conducted to see how effectively the material has been prepared and the advantages and disadvantages for material evaluation afterwards. Not all PAR stages are carried out thoroughly. Only core procedures are applied. This is an research and development (R & D) design with the meaning that the development is the process used to develop and validate the pedagogical products (W. R. Borg and Gall). In relation to this, Gay (1991) argues that R & D is an effort or activity to develop an effective product to be used in schools and not to test the theory.

Literature Review

There has been no research in Indonesia on the development of English teaching materials for PGMI and PGSD program by combining PAR method and needs and situational analysis. So far, most studies are limited to the use of English learning media for young learners, for example the teaching of English by using song (Miranti and Engliana) media animated images (Maretsya; Prasetyaningsih; Lestari) and others.

Participatory Action Research (PAR) was used as the basis for this study based on several considerations. First, material development is one part of the teacher's regular activities (Widodo). In undergoing routine activities as teachers, teachers always interact with their students. This is where the teacher has an opportunity to understand the of students' characteristics including their needs, technique, media and everything related to learning activity in the classroom. Classroom activities always involve various interactions among teachers, students, and curriculum materials prepared socially (Walsh). Therefore, PAR is very

suitable as a basis for preparing teaching materials because the participants and subjects related understand the context very well.

PAR method is in accordance with the theory of the preparation and development of ESP material in terms of the involvement of the subjects or participants, namely in the needs analysis. Hutchinson and Waters (1987) stated that ESP is a language teaching approach aimed at meeting the needs of particular learners. Not only that, mentions that the needs analysis is also goal-oriented, context-specific, and specific to a particular population (subject). In this research, needs analysis is used to identify the needs of all subjects or participants whose results become the basis for the preparation of the teaching materials (Krohn).

In relation to the English language teaching program for young learners, there are several related studies. The study by Dja'far with the "*Analisis kebutuhan pada pengajaran Bahasa Inggris di PG-PAUD*" (Needs Analysis on English Language Teaching in early childhood education) emphasizes the importance of planning to learn by analyzing students' needs so that the learning is effective (Dja'far). However, this study stops at this point only. There is no further action to prepare and plan the English learning and teaching materials. Another study entitled "Teaching English to Young Learners" by (Saputra), which also applies needs analysis, has a better result of producing a product which is a syllabus. The lack of these two studies lies on the subject of the study which only involve the students. The other participants; the lecturers, teachers, students of PGSD and stakeholders are not involved while actually they directly and indirectly have relations, influence and interest to the effectiveness of English learning.

Several other studies have emphasized the importance of applying the needs analysis to compile ESP material, among which (Widodo) entitled "*The Development of Vocational English Materials from a Social-semiotic Perspective: Participatory Action Research*". This research develops English teaching materials in accordance with the concept of ESP which is based on *needs analysis*. The strength of this research is the implementation of PAR (*Participatory Action Research*) method so that all participants are involved. Another similar study model was carried out by (Marsuki) under the title "*Pengembangan Buku Ajar Bahasa Inggris Berbasis Kurikulum 2013*" (the development of English textbook material based on Curriculum 2013). The strength of this study is on the situational analysis which is missed in the previous studies. Both of these studies

have fulfilled the requirements for ESP material preparation, but the subjects and targets are different, and the absence of Islamic elements integrated into the material compiled since it is not the focus of the two studies. Research conducted by Adhabiyyah et al with the title “Needs Analysis and Material Development in English for specific Purposes in Relation to English for Islamic Studies” discuss the Islamic realm, but like the previously mentioned studies, it applied different subjects and research targets (Adhabiyyah, R. and Nor, A.).

The findings of the studies above become the basis for developing English textbooks material in this study. The gap from the above studies is the absence of the combination between the theory of adaptation and ESP material with the PAR method, as well as the absence of Islamic values integrated into the instructional material compiled. Gap also exists on the subject and target of the research. This research combines the theory of ESP material preparation, namely needs and situational analysis with PAR methods and integrates Islamic values into English language teaching materials prepared for PGMI program.

Implementation

In detail, the implementation of this research is as follow:

Activity	Activity Description
Pre-survey	Preparing the required research instruments: field notes, interview form, and observation form.
Data collection	Doing observation during the teaching and learning activity in PGMI class, interview with the lecturers and PGMI students, and review the first textbook product and the syllabus.
Data processing	The data that have been obtained is analyzed to serve as the basis for compiling the English material outline.
Creating prototype	Composing the English textbook draft based on the outline.
Proofreading	A Proofreader check the draft of the textbook, whether it is feasible or not.
Testing (1)	Examine the draft textbook that has been compiled. The textbook draft was used to teach English for PGMI students. At this stage, learning observations was conducted using observation checklists and field notes.
Draft revisions	Based on the results of learning observations, the draft textbook was revised. After revised, the draft was printed

	and submitted to the proofreader.
Trial (2)	The proofreader reviewed the revised draft and reprinted. Next, it was tested for the second time with a larger number of subjects. The type of instrument used is the same as the first one.
Final revision	The data that has been obtained in the 2nd trial was used as the evaluation material for the final revision. At this stage, not only is the content revised, but everything: lay out, contents, cover, and more.
Preparation of reports	Preparation of research reports.
Presentation of results	Present the results of research and textbook products.
Printing and distribution	The textbook draft was finalized for further printing and distribution to English lecturers and PGMI students at several partner campuses.

Table 1. Implementation of Developing English Textbook Material

Conclusion

The results of this research show the necessity of developing textbook material based on the students' need. The textbook material clearly represents the context in which the PGMI students and Islamic primary students are in. The responses of the related participants demonstrate the success of the textbook implementation after several testing. This research also contributes to many parties; for the campus, with the development of English textbook based on PAR analysis for PGMI program, it is expected to support the accreditation of PGMI program; for the lecturers, the textbooks that have been prepared can become a reference and handbook for them to teach PGMI students; the English materials composed facilitate lecturers in teaching when connected with the study program that is being pursued by students; students will be more enthusiastic as it suits their field so that learning will be more effective; for the researchers, the stages and process of developing the English textbooks can be one of the references for researchers who will conduct research with PAR methods and also needs and situation analysis. The method and analysis applied in this study can be used for all types of research. It is expected that in the future there will be further research for other disciplines. The last, English textbooks that have been prepared will be useful for lecturers from other campuses who have PGMI program that does not have a textbook in accordance with the target achievement of PGMI graduate program.

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