



Developing English learning material for grade 4 students

Widanti Utami¹, Mega Febriani Sya¹, Arif Hidayat²

¹Universitas Djuanda, Jawa Barat Indonesia; ² Universitas Nusa Mandiri, Jakarta, Indonesia

ABSTRACT

Background: A task of a teacher or an educator is to create a pleasant learning atmosphere or situation for students. This situation can be realized by doing fun learning by compiling fun teaching materials as well.

Purpose: To overcome these problems, it is deemed necessary to renew the development of appropriate teaching materials.

Design and methods: This research method is *Research and Development (R&D)*. This research was conducted at SDN Ciomas 3 Bogor. The developing teaching materials for the English language module uses the research and development method of 4D learning tools which consists of 4 stages, namely define, design, develop, and disseminate. Data analysis techniques in this study used quantitative data and qualitative data. Qualitative data were obtained based on input, suggestions, assessments carried out by two experts, namely material and media experts, English teachers, and students. Then the quantitative data is based on a closed-ended questionnaire that has been compiled to determine the quality of the developed product, namely the English Language Module teaching materials.

Results: The results of the product trial design were supervisors, material experts and media experts and the subjects tried 3 teachers and 38 students. the results of this study are the English Language Module for class IV which contains 5 material and has obtained very good quality based on the validation value of the material experts scored 69 or 92% from maximum value of 75, validating media experts with a score of 70 or 93% from a maximum value of 75 assessment by 3 teachers with a total score of 445 or 98.8% from a maximum value of 450, and the actual field trial for students with a total score of 1854 or 97.57% from a maximum value of 1900 with the results explained, the English module teaching materials are very suitable to be used as a supporting book for learning English in Grade IV Elementary School.

Keywords: learning materials, elementary school, research and development, book development

Introduction

English is one of the fields of language that can be said to be a necessity to learn in the current era of globalization. English has been recognized as an international language so that the most country in the world uses English as the main language in communicating with other foreigners. English is a universally accepted language; English also has an important role in academic aspects. Besides that, one of the reasons for the Indonesian government to introduce English to elementary school children is based on the fact that in the current era of globalization English is used in every aspect of people's lives.

English subject skills in elementary school have 4 aspects which include aspects of reading, listening, speaking, and writing. Reading skill is a process of understanding information or reading content. Then listening skill according to Portelli (2017) is the

CONTACT Widanti Utami ✉ widantiutami17@gmail.com

© 2022 Widanti Utami, Mega Febriani Sya, Arif Hidayat. Published by Mitra Palupi. This work is licensed under a Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, or messages and understand the meaning of communication that has been conveyed by the speaker. through speech or spoken language. While speaking skill is an act of students in conveying an idea, conveying thoughts, and an idea through English. By doing these three aspects, students are also expected to have good writing skills so that they can put what they have heard, read, and said into good English sentences. These four aspects of skills must be taught gradually and regularly, so a fun learning process is needed.

The task of a teacher or an educator is to create a pleasant learning atmosphere or situation for students (Ayu, 2020). This situation can be realized by doing fun learning by compiling fun teaching materials as well. teaching material is a material that is arranged systematically used in learning. Teaching materials are used in order to improve the learning process to be more effective and interactive. Thus, teaching materials become one of the components that can improve the quality of learning to be more meaningful so that students can more easily understand the material to be studied.

Based on observations and interviews conducted by researchers with English teachers at SDN Ciomas 3 Bogor, English learning in elementary schools is currently included in local content so that in its implementation the teacher has not tried to develop teaching materials optimally so that there are no interesting teaching materials that can increase motivation. students in learning. Then the English teaching and learning activities that occur only involve the teacher as a center in learning, so that the learning activities carried out in English lessons are just doing the exercises in the textbook without doing practice. Then the teacher teaches 2 groups at once so that teaching activities are not running effectively and there are no other supporting books such as English modules.

To overcome these problems, it is deemed necessary to renew the development of appropriate teaching materials. So the researcher intends to develop teaching materials for the English module for Class IV students. The advantages of the module teaching materials that the researchers developed are that the content of the module is packaged in a concise and easy-to-understand manner and there are interesting pictures so that it can increase students' enthusiasm for learning.

Methods

This development research is based on the development of 4D model learning tools *Define* (Definition), *Design* (Design), *Develop* (Development) and *Desseminate* (Deployment) (Djamas et al., 2021). The reason for using this model in the application of English language module product development is that the four stages arranged in the 4D model are considered very suitable for the stages of developing a module so that it can finally produce an appropriate module or module that is suitable for use as teaching materials for teachers and support for students. studying time.

The procedure for developing English module teaching materials uses a method that is divided into *define*, *design*, *develop*, and *disseminate*. The development process has every point in its implementation. In the 4 stages of the 4-D model it contains several sub points, such as the *define stage*, in which we must go through the process of analysing what problems we observe in schools, analysing how the students are, and whether the school needs development in education.

This research method is *Research and Development (R&D)*. Research and development (*Research and Development / R & D*) is a series of processes or steps in order to develop a new product or improve existing products so that they can be accounted for (Adomako et al., 2021). Meanwhile, according to another opinion, Bustinza et al.(2019) states *R&D* is a

method to find new models or ways to improve products, through sampling trials (materials studied are a small part / only a little) if the result is better than the current quality, then it is imposed on the product on a large scale.

Gall et al. (2003) state that research and development (*R&D*) is a research method used to develop or validate products used in education and learning. From the explanations of the experts described, it can be concluded that *R&D* is a process in which a person can conduct research by creating a new product or developing an existing product by using the stages when carrying out product manufacture and conducting product test that will result from the development.

This research was conducted at SDN Ciomas 3 Bogor. The first observation was carried out on February 13, 2019 at 09.30, then the research continued with the data collection process on Monday, March 25, 2019 at 10.00. The research was conducted from February to April 2019.

A study certainly requires a subject in it. The subjects in this study are 1 material expert and 1 media expert who has expert qualifications in the field of learning materials and media and has the lowest educational qualification of at least S2. Then 3 English teachers at SDN Ciomas 3 Bogor who have the criteria to have experience teaching English and have a minimum education of S1. Furthermore, the real subjects were 38 fourth grade students at SDN Ciomas 3 Bogor.

The developing teaching materials for the English language module uses the research and development method of 4D learning tools which consists of 4 stages, namely *define*, *design*, *develop*, and *disseminate*, namely the definition stage has a goal, namely to determine and determine the learning requirements consisting of an initial analysis of the problem by means of researchers seeking information in the field about problems that occur in schools, information seeking is carried out by researchers by conducting field observations and interviews with fourth grade teachers at SDN Ciomas 3 Bogor. Student analysis is the stage of studying the characteristics of students, learning styles, abilities, and experiences of students at school. Student characteristics are very necessary because they need to be known to prepare teaching materials that are in accordance with their academic abilities. Needs analysis is the stage of the process of analyzing the needs of students and schools.

The Design Phase (*Design*) the design objectives used to design teaching materials to be developed consist of making concepts, preparing materials based on the syllabus that has been given to be compiled in the English Module product development process, and collecting materials that will be used in the preparation of teaching materials such as image collection. -Interesting pictures, stories, decorations needed to make the module look more attractive and the background design used in making this module using the *Adobe Photoshop CS6 application*.

The development phase (*develop*) aims to produce learning tools that have been revised based on input from the supervisor who have been prepared as draft 1 and revision 1, then after revision 1, the module is validated by material experts and media experts as draft 2 and revision 2 which will used as draft III for actual trials,

Dissemination *Phase* is the stage of using tools that have been developed on a wider scale. In this study, the researchers limited the stages of dissemination to only a limited number of grade IV teachers at SDN Ciomas 3 Bogor, students, media validators and material validators as well as supervisors considering time and cost limitations.

In this study, data processing is needed so that the data obtained can be said to be valid and there is evidence of truth. In this study, qualitative data was generated through observations to the target school, namely SDN Ciomas 3 Bogor, interviews with the fourth grade English teacher, the results of the validation assessment from 2 experts, namely

material experts and media experts, and the following quantitative data obtained from the assessment of the questionnaire. given. The questionnaire used by researchers in terms of validating the assessment of the English module consists of a closed questionnaire. In the questionnaire, the answer options listed are provided based on the calculation scale, namely the Likert Scale with a maximum score of 5. (Widoyoko, .EP, 2016).

Data analysis techniques in this study used quantitative data and qualitative data. Qualitative data were obtained based on input, suggestions, assessments carried out by two experts, namely material and media experts, English teachers, and students. Then the quantitative data is based on a closed-ended questionnaire that has been compiled to determine the quality of the developed product, namely the English Language Module teaching materials.

Quantitative data were obtained based on the results of questionnaires distributed to material and media experts, English teachers, and students to measure the level of feasibility of the English language modules made. Data from material and media experts validation results as well as English teachers with an assessment score of 5 scale and data from student respondents to the English Language Module with a 5 scale rating score. Data analysis techniques to assess the feasibility of English Language Module teaching materials with validation sheets then convert the data The quantitative data is converted into qualitative data with the following steps: According to Korfiatis et al. (2012), the average score of the product assessment is calculated, namely the total score divided by the number of raters.

Steps to determine eligibility still have to be passed. After getting the average score, then the step taken is to compare the scores that have been obtained by the Questionnaire or the average score of the questionnaire with criteria that refer to the formula for the average score compared to the quality category (see table 1)

Table 1 Quality Category

No.	Score Range	Average score	Quality Category
1.	$3.5 - > i + 1.8 \times SDi$	4.2	Very Good (SB)
2.	$i + 0.6 SBI < I + 1.8 \times SDi$	>4.2	Good (B)
3.	$i - 0.6 SDi < I + 1.8 \times SDi$	$>2.6-3.4$	Enough (C)
4.	$i - 1.8 \times SDi \leq < i - 0.6 \times SDi$	$>1.8-2.6$	Less (K)
5.	$I - 1.8 \times SDi$	1.6	Very Poor (SK)

i = (highest score + lowest score)

SDi = (highest score - lowest score)

The ideal score is the score that is set with the assumption that each respondent to each question gives the answer with the highest score (Sugiyono, 2019). With the explanation above, it can be seen the calculation of the feasibility of the English module through the three steps described in the method.

The following are data collection techniques applied in this study: 1) Questionnaire, Questionnaire is an investigation of a problem that involves a lot of public interest (people) is carried out by circulating a list of questions, submitted in writing to a number of objects to obtain written answers or responses. 2) Observations, it was made to determine the early stages of the learning process and the conditions of learning activities. Researchers made

observations by observing aspects of teachers, students, and learning resources used at SDN Ciomas 3 Bogor.; and, 3) Interviews,

It was conducted to find out what problems exist in the school, specifically to the problems in class IV SDN Ciomas 3 Bogor. Research on the development of teaching materials for the English Language Module which consists of 5 materials, namely *what is your name, my body, my family, I like wearing a t-shirt, and playing games* is a product development used to support learning English in schools. The materials contained in this English Module are compiled based on the syllabus that has been regulated by the government and developed by the school.

The thing that underlies the development of teaching materials for this English module is based on observations and interviews in the field that there is no innovation in English teaching materials at SDN Ciomas 3 Bogor that can optimize English teaching and learning activities so that students can have motivation and understanding in learning English.

The English language module teaching materials were developed based on the procedure or development model that the researcher chose, namely the 4D. In the 4D model, there are four stages that the researchers went through, namely: 1) *Define* by carrying out analysis and searching for information on problems in schools and the needs of students; 2) *Design*, the researcher drafted the development of the English module in terms of materials and media using a design application, namely *Adobe Photoshop CS 6*, then the module was printed using 100gr HVS paper and artcarton for the cover with B5 paper size and a total of 73 sheets. 3) *Development* has been carried out by going through several validations from 2 experts, namely material experts and media experts followed by a revision process, then the English module teaching material products were assessed by 3 teachers and tested on students; 4) *Disseminate* (dissemination) due to limited development, the dissemination process is only limited to material experts and media experts, supervisors and researchers make files in pdf form so that they can be easily *downloaded*.

Findings & Discussion

Findings

The results of research on the development of teaching materials for the English Module with a focus on 5 materials, namely *what is your name, my body, my family, I like wearing a t-shirt, and playing games*. Research on the development of teaching materials for the English Language Module was carried out for 4 months, starting from January to April 2019. Research on the development of teaching materials for this module was based on *Four-D* (4D) development with the *define* stage. in the field about the problems that occur in learning English. At this information search stage, the researchers conducted field observations of learning in class IV SDN Ciomas 3 Bogor and interviews with teachers. Even though the number of students in one class IV reaches 41 students, teaching materials should be needed that can support efficient and interesting English learning.

Design stage is the stage of preparing a draft of teaching materials. The design stage starts from February 18, 2019 to March 27, 2019. The English teaching materials in the form of modules are designed in a concise and attractive manner. In it there are 5 materials, namely *what is your name, my body, my family, I like wearing a t-shirt, and playing games*. stages *design* in table 2.

After making a product design, the next process is to consult the material design. The material used in this English module consists of 5 materials, namely *what is your name, my body, my family, I like wearing a t-shirt, and playing games*. The material is prepared based on the syllabus provided by the school and then consulted with the supervisor 1 and the supervisor 2.

Table 2 Design of Teaching Materials for English Module

No.	Design	Description
1.	Physical form	the book with 100gr HVS paper type B5 size and printed in color
2.	The material	<i>is what is your name, my body, my family, I like wearing a t-shirt, and playing games.</i>
3.	Part	<ol style="list-style-type: none"> 1. Introduction : Introduction to the author, table of contents, instructions for using the module for mentors/teachers, instructions for use for students, 2. Contents: Presentation of material, reviews 1 and 2 3. Closing: answer key, bibliography, list of pictures, biography
4.	Function	Used as teaching material for teachers and can be used for students.

The design of the material is made for 2 weeks in order to be in accordance with the competency standards of English lessons. if the material has gone through the consultation stage, then the next is the design of making images that will be included in the teaching materials of the English module. The pictures in the English module come from various image sources such as *www.freepik.com, Friendly Stock, Dreamstime, Pinterest, Vector Stock, 123rf, Friendfly Stock, Freeart, Clipart-Library, and Shutterstock*. Furthermore, the background that the researcher chose also came from the image source and was modified with the *Adobe Photoshop Cs 6* according to the needs of the background used.

develop is a process where after the draft of the English Module which contains material and *layouts* is neatly arranged, the next step is the validation stage. Product validation is carried out to determine the extent of the feasibility and shortcomings of the developed product so that the product can be said to be valid and feasible to be used for field trials. This English module product is validated by one material expert and one media expert. Furthermore, the English module that has been validated is tested for quality to the teacher from the aspect of media and material.

The material expert validation was carried out on March 20, 2019. Based on the results of the validation carried out, data can be obtained in table 3.

Table 3 Results of Material Expert Assessment

No.	Aspect	Number of Questions	Total score	Average	Percentage	Category
1.	Components of teaching materials	2	10	5	100%	Very Eligible
2.	Material	5	23	4.6	92%	Very Eligible
3.	Visual	4	16	4	80%	Eligible
4.	Language	2	10	5	100 %	Very Eligible
5.	Evaluation	2	10	5	100%	Very Eligible
Total			69	4.7	92%	Very Eligible

The second validation data was obtained from media experts. The first validation was carried out on March 21, 2019 and the second validation was carried out on April 4, 2019. Based on the results of validation by media experts, the data can be obtained in table 4

Table 4 Assessment Results Media Expert

No.	Aspect	# of Questions	Total Score	Average	Percentage of Ideals	Category
1.	Component size of teaching materials	1	5	5	100%	Very Eligible
2.	Cover design of teaching materials	4	20	5	100%	Very Eligible
3.	Illustration	3	14	4.7	93%	Very Eligible
4.	Typography	2	10	5	100%	Very Eligible
5.	paper	2	4	3	80%	Very Eligible
6.	<i>Layout</i>	4.3	13	87	%	Very Eligible
Total			70	4.8	93.3%	Very Eligible

Then, the researcher gave an assessment sheet to each English teacher. From the results of the assessment carried out by 3 teachers by providing a questionnaire on a scale of 1-5, it can be taken a recapitulation of the teacher's assessment results if presented in table 5 below.

Table 5 Results of Quality Assessment by Teachers

No	Aspects	# of Quest	Total Score			Average	Percentage of Ideals	Category
			G1	G2	G3			
1.	Teaching components	2	4.5	5	5	4.8	96.7%	Very good
2.	Material	5	4.4	4.8	5	4.8	94.7%	Very good
3.	Visual	4	4.5	4.8	5	4.8	94.7%	Very Good
4.	Language	4	4.5	5	5	4.9	96.7%	Very Good
5.	Evaluation	2	4.5	5	5	4.9	96.7%	Very Good
6.	Material size	1	5	5	5	5	100%	Very Good
7.	Cover design	4	5	5	5	5	100%	Very good
8.	illustration	3	4	5	5	4.7	93.3%	Very good
9.	Paper	2	5	5	5	5	100 %	Very Good
10.	typography	2	5	5	5	5	100%	Very Good
11.	<i>layout</i>	3	5	5	5	5	100%	Very Good
Total			51.4	54.6	55	4.9	98.8%	Very Good
Total			445					

On April 5, 2019 researchers conducted a trial phase by involving fourth grade students at SDN Ciomas 3 Bogor. The trial phase was carried out at 10.00 in the fourth grade room with 38 students and the results can be seen in table 6.

Table 7 Student Trial Results

No.	Aspect	Amount	Average	Presentation Ideality	Category
1.	Learning	931	186.2	98%	Very good
2.	Media	928	184.6	97.78%	Very good
Total		1854	370.8	97, 57%	Very good

Desseminate, the stage where the product of the English Module teaching materials is developed on a wider scale. Due to the limitations of the study, the researcher only limited the distribution of teaching materials for the English module at SDN Ciomas 3 Bogor. However, the researcher also created a pdf file in order to help facilitate the dissemination of the English module.

Discussion

Based on the assessment of material experts, the English Language Module teaching materials obtained an average score of 4.7 or 92% of the maximum score of 75. That the module teaching material products are said to be feasible if they have entered the criteria for a minimum average score of good, then the Module teaching materials The developed English is very feasible in terms of material. Even though the validation score given is in the very good category, the validator still asks the researcher to make revisions in several parts of the module such as adding Muslim/Muslim images and correcting errors in writing (punctuation). Researchers completed the revision for approximately 1 week.

From the assessment of media experts, the English Language Module teaching materials obtained an average score of 4.8 or 93% of the maximum score of 75. Although the validation results from media experts were considered very feasible, revision improvements still had to be made because there were still deficiencies in the teaching materials. English modules such as setting margins, changing the names of characters, changing images that are more in line with the material, as well as changing the instructions for working on questions.

From the assessment of the quality of the English Module teaching material products carried out by 3 English teachers with a total score of 445 out of a maximum value of 450. Thus, the English Module teaching materials developed are considered very feasible from all aspects because the average score is in the interval > 4.2 . Based on the Widoyoko quality category guide (2016), it means that the teaching materials of the English Language Module developed get a score of (SB) Very Good or Very Appropriate to be used as learning media for fourth grade students by getting a score of 445 with a percentage of 98.8% of the score. a maximum of 450.

The overall test on students obtained a score of 1854 or 97.57% of the maximum score of 1900. Through the results of the above scores, the English Language Module teaching materials can be categorized as very feasible based on the assessment of fourth grade students at SDN Ciomas 3 Bogor . The statement is based on the provision that teaching materials can be declared feasible if the minimum score calculation is included in good criteria.

On April 5, 2019 researchers conducted a trial phase by involving fourth grade students at SDN Ciomas 3 Bogor. The trial phase was carried out at 10.00 in the fourth grade room. Because when learning English classes IVA and IVB are made into one class at a time, the total number of students in class IV is 41. On April 5, 2019 the number of students who attended was 38 students, 3 students did not enter due to illness so product trials were carried

out on 38 students as respondents. The first step that the researcher took was to explain the purpose and provide information about the English Language Module teaching materials to students. Next, the researcher explained the contents of the module, then the English module was distributed to students to be seen and read according to their sitting group, then the researcher did what they answered about one of the materials in the module. After completing the question and answer, students are asked to provide an assessment with a questionnaire consisting of 10 questions using a Likert scale of 1-5 by placing a *checklist* in the column provided.

Based on these assessments, it is inseparable from the product revision step. The activity was carried out after the researcher conducted guidance with the supervisor and carried out the validation stages by material experts and media experts, there are several parts that researchers need to do in the development of teaching materials for this English Module

Conclusion

Based on the development research that has been carried out, it can be concluded that this research has produced an English Module teaching material product for grade IV elementary school students with the title "*English Module Grade Four Elementary School*" with a module size of B5 17.6 x 26 cm, HVS 100 paper gr on the contents of the book and 260gr Glossy art carton on the cover, consisting of 5 materials in it, namely *what is your name, my body, my family, I like wearing a t-shirt, and playing a game*. The English module teaching materials were developed based on a 4D development model consisting of 4 stages *define* namely, *design*, *develop*, and *disseminate* ., The first stage that the researcher went through was the defining stage consisting of problem analysis, student analysis, and needs analysis which aimed to find out the problems in the field by means of observation and interviews. At the *design*, the process carried out is to create a concept, prepare materials, collect materials for the content of the module, and design the background of the module. Then *develop* where the product that has been compiled and consulted with the supervisor is validated by material experts and media experts to assess the quality of the product feasibility of the developed module so that it can be used in the actual field trial process. The last stage is *disseminate* where the English Module is disseminated on a limited scale, namely to 3 teachers and fourth grade students at SDN Ciomas 3 Bogor.

The feasibility of the English Module teaching materials can be categorized as very good and very feasible based on the validation process that has been passed in the development of this product to material experts, media experts, an assessment of the quality of the English Module product by 3 teachers, and a feasibility test to 38 students at SDN Ciomas 3 Bogor. The validation results from material experts get a very good or very decent category with a total score of 69 or 92%. The validation results that have been given by media experts get a score of 70 or 93% in the very good or very decent category. Then validation was given by 3 teachers in assessing the quality of the product with a total score of 445 or 98.8%. then the product is assessed based on field trials to fourth grade students and reaches the very good or very decent category with a score of 1854 or 97.57%. Based on the process and stages of development that have been carried out as well as assessments from experts, teachers, and students, the English Language Module teaching materials can be used as a support in the English learning process for fourth grade elementary school students.

Implications

English Module Teaching Materials can be used as a support and help teachers in learning English, especially in the material *what is your name, my body, my family, I like wearing a*

t-shirt, and *playing games*, also this English module teaching material can be used as a reference in conducting research and further development.

References

- Adomako, S., Amankwah-Amoah, J., Danso, A., Danquah, J. K., Hussain, Z., & Khan, Z. (2021). R&D intensity, knowledge creation process and new product performance: The mediating role of international R&D teams. *Journal of Business Research*, *128*, 719–727. <https://doi.org/10.1016/j.jbusres.2019.08.036>
- Ayu, M. (2020). Online Learning: Leading e-Learning at Higher Education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *7*(1), 47–54. <https://doi.org/10.36706/jele.v7i1.11515>
- Bustanza, O. F., Gomes, E., Vendrell-Herrero, F., & Baines, T. (2019). Product-service innovation and performance: the role of collaborative partnerships and R&D intensity. *R&D Management*, *49*(1), 33–45. <https://doi.org/10.1111/radm.12269>
- Djamas, D., Tinedi, V., & Yohandri. (2021). Development of Interactive Multimedia Learning Materials for Improving Critical Thinking Skills. In *Research Anthology on Developing Critical Thinking Skills in Students* (pp. 507–525). IGI Global. <https://doi.org/10.4018/978-1-7998-3022-1.ch026>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction*. Pearson Education.
- Korfiatis, N., García-Bariocanal, E., & Sánchez-Alonso, S. (2012). Evaluating content quality and helpfulness of online product reviews: The interplay of review helpfulness vs. review content. *Electronic Commerce Research and Applications*, *11*(3), 205–217. <https://doi.org/10.1016/j.elerap.2011.10.003>
- Portelli, A. (2017). Oral History As Genre. In *Narrative & Genre* (pp. 23–45). Routledge. <https://doi.org/10.4324/9781315125008-2>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.