

DEVELOPING ENGLISH PRINTED MATERIAL ON THEME OF MYSELF FOR EARLY YOUNG LEARNERS AT PAUD TERPADU JOY KIDS MAKASSAR

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Abstract

This study was set to develop English thematic material for early young learners at PAUD Terpadu Joy Kids Makassar, which focused on the theme “Myself” and specifically on the theme “The Five Senses”. The Research and Development model implemented in this study was ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which provided a simple procedure to design and develop material. This study was conducted to give English material to kindergarten. However, considering English is not a compulsory subject but only an interlude subject in kindergarten and the learning material used as the reference in learning only contained one page of English material. Therefore, this study presented to support early young learners in their optimal period for language acquisition by considering the curriculum used in kindergarten and the inventory needs of students. The data about students’ needs was obtained from the interview with the teacher and documents (Syllabus, Weekly Lesson Plan, Daily Lesson Plan, The existing material) analysis. Subsequently, the result of the interview and observation was designed and developed as an output of this study. The product of this research was expected to be used by both teachers and students in applying English learning. In addition, this research can be helpful to be a guideline for further research, especially for the developing material.

Keywords: English Material, Early Young Learners, Myself.

Abstrak

Penelitian ini bertujuan untuk mengembangkan materi tematik Bahasa Inggris untuk anak usia dini di PAUD Terpadu Joy Kids Makassar yang berfokus pada tema “Diri Sendiri” dan secara khusus ke dalam sub tema “Panca Indra”. Model Penelitian dan Pengembangan yang diterapkan dalam penelitian ini adalah model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation) yang memberikan prosedur sederhana untuk merancang dan mengembangkan materi. Penelitian ini dilakukan dalam rangka menyediakan materi Bahasa Inggris untuk Taman Kanak-Kanak. Namun, mengingat Bahasa Inggris bukan mata pelajaran wajib tetapi hanya sebagai mata pelajaran selingan di Taman Kanak-Kanak dan bahan pembelajaran yang digunakan sebagai acuan hanya memuat satu halaman materi Bahasa Inggris.

Oleh karena itu, penelitian ini disajikan untuk mendukung anak-anak usia dini di masa optimal mereka dalam penguasaan bahasa dengan mempertimbangkan kurikulum yang digunakan di taman kanak-kanak dan kebutuhan siswa. Data kebutuhan siswa diperoleh dari wawancara dengan guru dan analisis dokumen (Silabus, RPP mingguan, RPP Harian, materi yang ada). Selanjutnya hasil dari wawancara dirancang dan dikembangkan sebagai hasil atau produk dari penelitian ini. Produk penelitian ini diharapkan dapat digunakan oleh guru dan siswa dalam menerapkan pembelajaran Bahasa Inggris. Selain itu, peneliti ini dapat bermanfaat untuk dijadikan pedoman dalam penelitian selanjutnya khususnya untuk pengembangan materi.

Kata kunci: Materi Bahasa Inggris, Anak Usia Dini, Diri Sendiri.

A. INTRODUCTION

Teaching a foreign language has to implement a myriad of instructional materials to help to teach language learners (Harsono, 2007: 170). In this case, the material used was called instructional when it informs learners about language. Therefore, English material as a foreign language is knowledge about the English language that will be delivered to learners. Based on Sumarsono et al. (2017: 67), the ideal material is the material that aims to provide all ways to acquire the language because different learners learn in different ways. The existing English material indicates good teaching and learning preparation and makes this process controllable since it is also guidance for both teachers and students over the whole course. The materials that are usually used in school can be presented in cassettes, videos, CD-Rooms, dictionaries, grammars book, workbooks, newspapers, etc (Tomlinson, 2007:2).

The researcher obtained a preliminary study at PAUD Terpadu Joy

Kids on 25th June 2019 because English is not a compulsory subject. Meanwhile, English is an interlude subject from all the issues instead. In line with the result of the wisdom taken by the Ministry of Education and Culture for education curriculum 2013, English in kindergarten and elementary school is not compulsory.

To conduct an English lesson, the students of PAUD Terpadu Joy Kids provided "Citra TK (learning magazine)". There was only one page of English material in this learning magazine, while the other materials were served in the Indonesian language. It was precisely not enough for students to learn English even though English is not a compulsory subject. The students there need particular English material that can support students effectively to learn English and assist them in enriching their vocabulary in their absorbing period.

As described, the situation of English in Kindergarten is not relevant to some theories of the researchers related to young learners' learning process, especially for learning a language. According to Olpińska- Szkielko (2015:

63), the age of 3 to 5 years is called the sensitive period or golden moment for children to study a language. It is in line with Stec (2016: 2761) stated that children between 3 to 5 years old develop holistically and systematically; they learn to acquire the first or second language naturally by repeating the sound pattern in new words by early language education which is based on listening and later on speaking. That is because they still depend on language acquisition so the process of acquiring a new language will be more successful than at later age. It is similar to the belief that “younger is better” (Pransiska, 2016:251).

Children’s language acquisition ability then becomes a fundamental thing in teaching English. The critical Period Hypothesis (CPH) stated that the ability to learn a native language from birth up until puberty is an optimal period for language acquisition (Abello-Contesse, 2008: 170). As Pransiska (2016:250) stated that young learners are like a sponge, they soak up everything said around them and how it is said. It is proved by the moment when children easily absorb and imitate everything around them. Based on Pinter in Juhana (2014: 43) young learners prefer to learn and explore concrete things to abstract things and supported by Harmer who stated that young learners will comprehend more when they experience it such as seeing, hearing, and touch.

Considering the learning characteristics and needs of early young learners, the researcher decided to develop English material for early young

learners which was arranged through themes. Each theme contains vocabulary, exercises, and colorful pictures as stated by Suyanto (2014:47) that children will generally faster to learn words or vocabulary through visual media, for example, pictures or real things. In addition, teaching early young learners should be focused on one scope rather than teaching them randomly about something. It is appropriate with the rule of the Ministry of Education and Culture about national standards on children’s education, verse 9th illuminates that a whole material should be presented on theme and sub-theme which is contained some elements such as religion and moral value, abilities in thinking, language, social-emotional, physic-motoric, and appreciation of art. Moreover, it is supported by a statement from Shin (2007) who states that young learners learn by thinking in terms of theme, they can deal with one topic or subject at a time.

This development applied the ADDIE model to design and develop material based on students’ needs. It stands for (Analysis, Design, Development, Implementation, and Evaluation). This model was chosen since it provides a simple procedure to design and develop materials. Therefore, by applying ADDIE to design and develop materials the students will achieve the goal and objective of the learning purposes (Mubar, 2015:316). Based on the statements above, the researcher designed and developed English material for young learners at

PAUD Terpadu Joy Kids which focused on the Myself theme. The researcher developed new English materials and exercises which were able to make children interested to learn English. The students were expected able to enrich their knowledge of English if the teacher implemented this product in their teaching and learning process.

B. LITERATURE REVIEW

Various researchers had conducted research related to English material design or development. As a reference from the previous research, there was some related research in this section. The first is from Uli Agustina Gultom (2016) conducted developing English material for nursing students at Borneo University of Tarakang. The problem of nursing students at Borneo University was the lack of vocabulary, especially in their field of study, and their opportunity to practice it. As the result of the need analysis, the researcher obtained various activities, setting, teacher, and student role which was needed by student mostly. This research found a well-developed which was able to be seen from students' responses on the effectiveness of the materials. The second is the research from Hikmawati and Djuwairiyah (2017) under the title "Developing Greeting and Self-Introducing Materials Dealing with 2013 Curriculum of the Seven Grade in MTsN Balang-Balang". This research used Research and Development design and applied the ADDIE model. This research aimed to develop the basic module and

as an additional reference for teachers related to English material by the 2013 Curriculum. As a result, this research was a success to create a product which appropriate to the syllabus of the 2013 curriculum and students' material needs.

C. METHOD

The research design in this study used by the researcher was Research and Development (R&D). Borg, Gall, and Gall (2003) in their book *Educational Research and Introduction* stated that research and development is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings, developing the product based on the finding, field testing in the setting where it is used eventually, and revising it to correct the deficiencies found in the field-testing stage. The researcher applied the ADDIE model as one of the models in Research and Development. ADDIE model stands for some components in the process of creating the instructional design, which is Analysis, Design, Develop, Implementation, and Evaluation.

D. FINDING AND DISCUSSION

1. Analyzing Phase

a. Review Need Inventory of Linguistics Need

1) Learning Ability

Based on the analysis of the interview result, the researcher concludes that students' English ability in kindergarten is still lacking in vocabulary seeing that the limitation of vocabulary

given and the use of word which is not applied in students' daily. In addition, student's ability in learning vocabulary is just focused on the pronunciation even the meaning of words, while they do not learn how to write the word correctly. Consequently, they still need more improvement in learning vocabulary which covered the basic level of English they should know.

2) Learning Priority

The researcher identified students' learning priorities through the interview result and analyzed the existing material (Citra TK) to recognize the material prioritized in students' learning. Based on both sources, the researcher obtained information about the basic materials that should be introduced to students, those are vocabulary, numbers, simple sentences, and an art activity. All of this basic material should be covered in a theme.

b. Review Need Inventory for Learning Need

1) Learning Problem

Based on the observation of both interview results and the existing material of students at PAUD Terpadu Joy Kids Makassar, the researcher concludes several learning problems of students in learning English, the cases can be seen as follows:

- Less reference for English activity
- Fewer references for thematic vocabulary
- Easy to get bored with uninteresting material

2) Learning Preference

Students' learning preference is the situation where the students feel at ease in learning material even, if they can achieve goals that should be achieved in

that learning process. Based on the observation from the interview result, it was found that the students in kindergarten preferred to learn in several ways, those are:

- Involving students in learning process
- Having concrete things in a learning activity
- Learning with colorful material design

3) Learning Style

Considering students' learning preferences and the result of the interview. The researcher obtained several learning styles of students in kindergarten, especially at PAUD Terpadu Joy Kids Makassar, those are:

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

2. Designing Phase

After obtaining information from an interview with the teacher, the researcher conducted the designing phase. Designing phase is the next phase after the need analysis in ADDIE. In this part, the researcher was necessary to design a prototype and syllabus by using the information gained from the previous analysis. In addition, the researcher adapted the curriculum in kindergarten as the additional information.

3. Developing Phase

In this part, the researcher presents the explanation of the learning activity contained in the developed material. Those activities were constructed by considering some aspects. The whole developed material could be seen as follows:

a. Morality and Religion

1) Asmaul Husna

In this activity, the students were given one from ninety-nine the name of

Allah SWT. That is “Al-Basiir”. Al-Bashir means Allah is the great sight. The students were asked to color the name by following the example provided under the name. In addition, there was a brief explanation put below the name. It was written to build students listening and understanding regarding the meaning of that name. Students were expected able to color that name well. Moreover, they were supposed to recognize God through this activity as well.

b. Social-Emotional

1) Taking Decision

In this activity, students were given cases along with pictures. Then, they were asked to pretend in that situation and asked what they did if they were in that situation. For instance, the picture of a pregnant person standing on the train while you were sitting down inside her, so what you should do? The cases given were cases able to find in their social life. By giving this activity, students were taught to help others at their current age and to be careful with the situation around them. Moreover, the students were expected able to recognize good and bad decisions through teacher explanation during this learning activity.

c. Cognitive

1) Counting Alien Eyes

In this activity, there were some aliens which were provided in different shapes. The aliens’ eyes were served into different totals. Thus, the student should count the total of the alien’s eyes carefully. After counting, the student thickens the spelling of the number which was written into a dotted line. Then, the students were led by the teacher to pronounce that word together.

This activity aimed to introduce the students to the number written in English and how to pronounce it correctly. Besides, the student could improve their ability in counting through this activity by using their eyes to see the aliens’ eyes accurately.

2) What Smell Do I Have?

This activity implicated the function of the five senses specifically the nose to know the smell of the picture provided. There were some pictures provided which had different smells. However, in this activity, the researcher used the smell in general, it was just good and bad. Before doing the task, the student should read the instruction which informed them to color the bad smell and good smell into the blank circle put beside the picture by using different colors. The picture provided was the things that the student used to see in their surroundings. The aim of this activity was for the student could observe the smell of the things provided by looking at the picture. In addition, the students were able to understand how to express the smell through this task.

3) Tasting Food

This activity implicated the function of the tongue which was used to feel the taste stimulation from food that enters our mouth. Every part of the tongue had various responses to taste. Therefore, the activity provided a picture of the tongue which allocate the taste. Then, there were various food with various tastes put around the tongue picture. The student’s task was they were asked to match the food with their taste. In the learning process, the teacher might bring samples of food that exist, so the students were able to differentiate every taste directly. After tasting the food, every student matched the taste by drawing a line correctly.

This activity aimed to recognize the various taste of the students. They were expected to understand the function of the tongue through this activity. Therefore, the teacher should recognize the vocabularies of taste and their correct pronunciation.

d. Language

1) The Five Senses

In this activity, the students were not working on paper. They just needed to know the English of the five senses by memorizing led by the teacher. Before memorizing, the student was asked to look at the picture provided. That picture was a human body with the English of the five senses followed. This activity was put on the first page because it was the basic of the five senses that the students should know first before going to the next material. Through this material, the students were expected able to know the five senses and the correct pronunciation.

The teacher might create another way of memorizing words. The way might depend on every teacher's creativity.

2) Finding My Senses

In this activity, there were some pictures given related to the function of the five senses along with the letter below. Each picture provided two choices of senses that students should choose, which one of both senses is appropriate for the function. The students just needed to crosswise their answers. Then, after working on the paper, the students were guided by the teacher to memorize this vocabulary in a fun way. The teacher was expected able to find creative ways in teaching memorization.

Through this activity, the students were expected to understand the function of the five senses. Moreover, the students could acquire new vocabulary by memorizing.

e. Physical Motoric

1) Shake Your Body

In this activity, the researcher turned on a dancing video that demanded students to follow the instruction and then dance together. The teacher should also use gestures to help students during the dancing process.

After dancing, the students were asked what senses they used during dancing. Therefore, the students observed the movement one by one

which was implicating five senses inside. Through this process, the students were expected to be able to discover the function of the five senses even gross motor and fine motor skills directly.

2) Folding Paper

In this activity, students made blinding eyes origami, so they must provide paper before starting the learning. First, the teacher gave the example in front of the students while folding the paper following the instruction provided. Then, students were asked to follow the instruction along with the teacher's instructions. The students should follow the instruction well and fold carefully.

This activity aimed to develop students' fine motor skills. Moreover, they were asked to observe the five senses used during folding the paper.

f. Art

1) Sing A Song

In this activity, the students were given the lyrics of the English song "The Five Senses" This song contained vocabulary related to the obvious material. Thus, the students were easier to pronounce some words. In the learning process, the students listened to the audio of the song while looking at the lyrics. After that, the teacher replayed the song and then all students sang together.

This activity aimed to build students' confidence in singing. Moreover, by singing a song, the students could review the obvious material in a fun way.

2) My Face

In this activity, the students were presented with a face picture without any senses there. Under the picture, there were some senses which would be stuck in the picture. The instruction says "Cut the picture!", so the students should bring scissors and glue to cut and to stick the senses well in the picture. Through this activity, the students were expected able to recognize the senses on their faces.

4. Evaluating Phase

a. Self-evaluation

In this research, the researcher created English material for early young learners at PAUD Terpadu Joy Kids under the theme “My-self” with the theme sub “The Five Senses”. To build students’ interest in learning English, the material developed was completed with colorful pictures, audio, and interesting activities. Moreover, as the reference in creating English material, the researcher collected data from need analysis through interview and document analysis such as syllabus, weekly lesson plan, daily lesson plan, and the existing material (Citra TK).

b. Peer Evaluation

In evaluating material, four validators gave different comments and suggestions, first validator suggested making a clear instruction and examined parts that were not complete. The second validator asked to complete the aspects, of core competence and basic competence to help teachers to identify learning goals and students’ achievement of the material. The third validator said that there were some misspelled words in the learning activity, and suggested ensuring the appropriateness of the material with the basic competence and the indicator. The fourth validator suggested putting a barcode on each material which was supposed to have an audio to help students to listen directly the correct pronunciation of words.

Therefore, the final result from the fourth validator showed that the material developed was good and appropriate to students’ needs.

c. Expert Validation Result

Both of the evaluations from the expert showed that the overall product has been good and has been appropriate to the theme with a percentage of 72,5%. However, the product needs to be more highlighted the aspect of scientific learning and paid attention to the activity

which did not appropriate for early young learners’ abilities.

E. CONCLUSION

- a. The first thing conducted was need analysis to obtain data or information in developing English material based on the Myself theme. Two instruments were applied in need analysis, it was interview guidelines which was used to interview teacher at PAUD Terpadu Joy Kids, and document analysis such as syllabus, weekly lesson plan, daily lesson plan, and the existing material (Citra TK). Both of the instruments were analyzed to obtain inventory needs as the basic English material which was developed.
- b. English material that was created focused on introducing vocabulary related to “Myself” which is the learning activity adapted self-development program from the kindergarten curriculum (Morality and Religion, Social-Emotional, Cognitive, Physical-Motoric, Language, and Art). Moreover, to support the effectiveness of learning activities, the English material developed was completed by barcode to put video or audio related to the exercise.
- c. The validation result from both experts determined that the English material developed has been good and appropriate to the theme. The picture provided was interesting and colorful. In addition, various activity was presented, so the students will not be bored learning English.

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