

THE INSTRUCTIONAL MATERIAL IN TEACHING ENGLISH IN MI PSM GAMBYOK: A STUDY ON THE INSTRUCTIONAL DESIGN

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Abstract

Teaching English for the students in the elementary level should be meaningful and fun. By learning in a great atmosphere, the students are expected to understand well the materials. Most of the elementary schools in east java put English as the local content subject, start from the first grade. A good decision but in the application, most English teachers don't use the proper method. This condition makes the learning process in vain. Condition stated is also occurs in MI PSM Gambyok. The research describes this condition using the instructional design point of view in the descriptive research. The school has problem with the teaching method which shows by the score in daily test called formative are good (up to 7) but centered-test like middle test or final test also called summative are bad (below 6). It shows that the trouble is in the teaching method. This research finds that the teacher do the same activities trough the same instructions with the different materials. Moreover, the teacher isn't well prepared with the teaching instruments. The problem wouldn't be solved, if the teacher still used the same instructions. A little test using local content materials has opened a new way of teaching English in village schools.

Key words: Instructional materials, learning process, village school

A. INTRODUCTION

English is an important language in this globalization era. Using this reason, the education department puts English as one of the local content in elementary school subjects. Local content means a school could deliver English to the students or other subjects like handicraft or Javanese. So far, the schools tend to choose English with a lot of reasons which dominated that English now is globally used so the schools don't want their students to left behind.

Most schools especially in the villages realize that English is a global language. Unfortunately, English is not delivered well as shown from the worksheets and teacher quality. This is a problem because time in teaching English is wasted for a low quality teaching and learning process. Low quality means students get nothing to learn. The effective instructional design is needed to make the materials delivered well so that the students could learn English meaningfully. This problem is clearly seen in English teaching in MI PSM Gambyok. The English score in middle test and final test are good (greater than 7) for all classes but when the sixth grade students have a national examination try out, the higher score is 4. It indicates that the problem is in the way of teaching. The researcher tries to find how to solve that problem by arranging proper instructional design.

The common problem of teaching English in the village is the students' thought of how hard English to learn. This has been a problem for many years and seems no solution for this. There is lot of options worth to try like technology based teaching method, local content method or group learning model. The previous methods are considered to use in arranging the instructional design with the teaching problems as the basic.

English may be not the first language to learn in village. In fact most students in the village schools ignore English with many reasons. Nkebeza et.al (2018) stated "learners tend to pass the English Language subject averagely and proceed to the next grade. This might become an ongoing process where learners pass without good marks in their speaking skills. It could be that learners were too ignorant of the language or perhaps that there were more other factors contributing to learner's poor speaking skills". English is just additional lesson. It is a challenge for the teacher. He must make the learning English becomes fun activity.

One of the biggest obstacles of the teacher is the characteristics of the students. Still taken from Nkebeza et.al (2018) that stated that Shyness causes learners to be afraid of saying anything in an unfamiliar language in the classroom; they are nervous of making mistakes or are simply just shy of the attraction of their speech. The researcher deeply agrees with the previous statements. Most of the students in the school are too shy to just answer the teacher questions or to express what they feel about English. So far, adapting to the students' condition is the best way and tries to reduce the shyness little by little by applying the right instructional design.

The school has a progress in facility including the digital teaching media like LCD projector. So far, the teachers especially English teacher, never use the LCD projector in helping them to teach. The reason is they are not accustomed with the new technology, it needs time to learn. The researcher sees that they don't want to use the LCD projector because they have to prepare the materials before. They tend to use the work sheet and ask the students to do the exercise whole class. The willing to use the teaching media is also a problem.

All the obstacles may lead the English learning process is not optimally ran. Based on the researcher' observation, the English teacher doesn't find the way to improve their teaching method as the way to solve the obstacles found. They still use the same instructions. Some materials may not too difficult for the students. It means that the instructions are not the problems. But for harder materials, the same instructions like: "open the book then do the task" and "use your dictionary" are often used.

Instructional design is a concept of a teaching series. As stated by Richard and Rodger (2001: 28) "instructional design is the framework through which teacher takes the planned learning and teaching action of a lesson". Instructional design consists of learning objective, syllabus, instructional materials, classroom technique, and classroom procedure. This design is arranged to achieve effective teaching start from before teaching like arranging syllabus, media, materials and teaching plan. For this research, the instructional design center is the students. So the design is depend on the students' basic knowledge and Ability.

The similar instructional design has been done by Park in 2010 in Virginia to an intercultural class. The students came from various backgrounds and had relatively low ability in English. The design is centered to the students' ability. The result of the design shows significant increase in the students' understanding of English. The same process is hoped happen to the students in the village where this research conducted.

The other research about instructional design has conducted by Febrianto in 2018 in PPDK. The instructional design was called PEDATI (Pelajari – Dalami – Terapkan – Evaluasi). This research tried to find the effectiveness of the instructional deign applied for the civil state apparatus (ASN) in being active learner on the program of twenty lesson hours in a year. The instructiol design was arranged for the adult use with adding motivation in every chapter. The instructional design works very well as it facilitated the students' needs and combined it with the target of learning.

The researcher focuses on the instructional materials because the other parts of the Instructional design could be changed in document while the instructional materials can be

applied every learning and teaching process. In short, the researcher needs to find the instructions which make the class run ineffectively.

1. Instructional Design

Instructional Design involves purposeful and systematic planning of a course. It is a process that begins with an analysis of the intended student learning outcomes, identifies teaching strategies and student activities to enable students' achievement of the outcomes, and ends with the development of multiple methods to assess whether and to what extent the outcomes were achieved. The instructional design is also called method design. Richard and Rodger (2001: 28) argued that it is the framework through which teacher takes the planned learning and teaching action to a lesson. Richard and Lookhart (1994:43) also stated that instructional design usually intends to set of action or unconscious behavior because many times teachers represent in action what they do not seem to be able to express in theoretical orientation. Furthermore, Richard and Rodger (2001:20) defined design as follows:

“The level of method analysis in which we consider: a) what the objectives of method are, b) how language content is selected and organized within the method, that is, the syllabus model the method incorporate, c) the role of the learner, e) the role of teachers and f) the role of instructional material.

Regarding with the previous definition, the writer assumes that instructional design is the process utilizes research on how students learn, best practices in teaching and learning, and guiding principles of instructional design practice.

2. Instructional Material

Instructional is the lesson given in one meeting by teacher as a guidance for the students to learn. The role of instructional materials is instructional system which consist of decisions concerning the prime goal of material such as presenting content, practicing content, facilitating communication between learners or enabling learners to practice content without teacher's help. The forms of materials are textbooks, audiovisuals, computer software, etc. (Richard & Rodger, 1986:25).

Teaching materials are key component in most language teaching. Teachers can use a text book, workbook, worksheet or non-print material such as cassette or radio materials, video, or computer or material from the internet, TV, newspaper, magazine. Good materials can arouse students' interest, encourage students to practice, help students to do better. Instructional material help learning and understanding save time in teaching and learning. In

English language learning, instructional material can motivate learning and develop all language skill such as speaking, listening, reading and writing.

The role of instructional materials within a functional/communicative methodology might be specified in the following terms:

- a). Material will focus on the communicative abilities of interpretation, expression, and negotiation.
- b). Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
- c). Materials will involve different kinds of text and different media, which the learners can use to develop their competence through a variety of different activities and tasks. (Richard & Rodger, 1986:25)

By comparison, the role of instructional material within in individualized instructional system might include the following specifications:

- a). Materials will allow learners to progress at their own rates of learning.
- b). Material will allow for different styles of learning.
- c). Material will provide opportunities for independent study and use.
- d). Material will provide opportunities for self-evaluation and progress in learning.
(Richard & Rodgers, 1986:25)

The material for the students in the village should be adapted from their surroundings. It is very crucial as the students may not have broad reference. Learning new words of foreign language are a hard activity for them. They are noticed that they could remember word in the learning process but they also forget those words in the next meeting. However, using students' surrounding is meant to engage the students with the materials.

Enever (2017) stated "we should also develop greater understanding of the potential impact of out-of-school environments and children's exposure to languages via digital media, acknowledging the likelihood of its having an increasing influence on their engagement and achievements in the future". To exposure the students with the new knowledge, the environment around them play great impact. They will be engaged with the materials for relatively in the longer time.

The materials in this research are anything dealing with the students' environment like family, school, occupations of people around the students ETC. Each material is arranged based on the level of difficulties. The first meeting material is the easiest materials like things in the classroom and continue to the harder in each meeting.

3. The Objectives of the Instructional Design

The instructional design may have a lot of variety. Started from the simple one like “open your book then do the task” to a little complicated like “do the task in a group of 5”. Whatever is the instruction, the objective is to activate the students’ learning potential. Here are the objectives of instructional designs:

1. Performance Objective

Learning is not about the final result but the more important thing is the process of learning. The good learning instruction must be able to lead the students to be active students instead passive students who just waited the instruction from the teacher. The active students can be indicates by their performance in learning process as stated by Nunan (1988: 63), objectives which specify what the learner does as a result of instruction are called as performance objectives.

The performance here is how the students being active in the class. To indicate the activeness of the students can be seen from the objective of each parts of the chapter. However, the performance of the students must have exact measurement. For this Brown in Macalister has proposed a list of performance measurement as follows: (1) who should achieve the objectives (the subject), (2) what the person (students) must be able to do (the performance), (3) under what condition the performance should occur (the conditions), (4) how the performance will be tested (the measure), (4) what level of performance must be reached (the criterion). The objectives of English learning are suggested to answer the 4 parameters.

For some schools the students’ performance is the main objective. It makes the teachers focus on what the students must do to reach the learning objectives like the students must be able to mention correctly 100 words or the students are able to express some language expressions. However, these objectives are very important for students as the measurement of what they get in whole semester. The performance is not only for the students but also for the teachers as the pole of teaching.

B. RESEARCH METHODOLOGY

Descriptive qualitative research is type of this research. The writer does not use statistical analysis, but researcher only describes instructional design in teaching English. The researcher uses qualitative research in the form of naturalistic approach. There are some kinds of qualitative research; the writer uses one of them is naturalistic. Naturalistic research is descriptive research collect the data through observation and then comes up with a theory

to account for the data (Fauziati, 2004: 175). It is qualitative since portrays the English teaching process without any statistic procedure.

This research belongs to a naturalistic research since it studies about teachers' behavior in certain place. It investigates the way the teachers teach and whether they apply certain learning principles during the teaching learning process. This research also portrays why or for what purpose the teachers use such classroom activities. The teaching learning process in MI PSM Gambyok has some problems especially in instructional material. The approaches become problem for the teachers and students in learning English effectively.

The conditions in the previous paragraph happen because the instructional design is not well-understood by the teachers. As stated by Richard and Rodgers (1986) "Instructional is the lesson given in one meeting by teachers as guide for the students to learn". These teachers' instructions are the research center. As the teaching is not effectively done, the researcher has the chance to arrange the instructional design with the new consideration

The aim of this research is describing instructional materials in teaching learning process of English at MI PSM Gambyok. The descriptions are including: the role of instructional materials. The next step is classifying the problems are faced by the teacher in teaching and learning English.

1. The Setting of the Research

The research was carried out at MI PSM Gambyok which located in Gambyok village Kediri. MI PSM Gambyok is one of the Private Islamic elementary school in Kediri. In the 2012 – 2013, the total number of students is 88 divided in 6 classes.

The observation and the interview are held in the different schedule. The observation is held in every English class once. For example, the researcher observes the English teaching learning process of the fifth grade on Tuesday at 9 AM. In other side, the interview is done after school. The research was done in order to collect the data. It was conducted in August 2016.

3. Type of the Data and the Data Source.

The data of this research contain of the information dealing with the English teaching learning process, observation notes, interview notes as the document formulated in the field. The data form is the information taken from English teaching learning process and the student's activity in teaching English for instance; field note, interview script, student's worksheet, picture of photo, and learning materials that come from the compact student's

evaluation. There are three kinds of source of data. They are event, document, and result of observation in MI PSM Gambyok:

a) Events

Event is the real situation where the researcher observes to know and understand the factual condition at the classroom activities. It happens in English teaching learning process. The object observed is related to the instructional design in teaching English. The writer does the observation directly toward English teaching learning process in first grade to sixth grade

b) Interview

Interview is conversations between the evaluators and respondents by questioning and answering to get the aim. The questions had been arranged before and the respondent was expected to answer in term of interview's framework. It is delivered to the participant of teaching – learning process at MI PSM Gambyok . The research is delivered to school stakeholder; they are the principal, English teachers, students, and other teachers. The purpose of the interview is to get information about English teaching and learning process at MI PSM Gambyok.

c) Document

Document is written information about something observed. The activity to collect the document purposed to find the data and answer how is the instructional design in teaching English at MI PSM Gambyok. The document are student's syllabus, learning objectives, teaching design, worksheet, interview script, field note, picture of photo, and learning materials taken from the compact student's evaluation.

4. Technique of the Data Collection

There are three kinds of method in collecting the data, namely observation, interview and document analysis. The researchers use the method proposed by Creswell (2006). Furthermore, these methods have been taken and based on the source above:

a) Observation

The observation is conducted to understand and describe the instructional process in teaching learning of English. The researcher used the passive participation technique in carrying out the observation. The researcher presents in the classroom, observes the object, but doesn't take part as any role or interaction with participants. In the observation, the

researcher also uses the camera to take some photographs during the instructional process. This phase is done when the English class is on progress. So the researcher goes after the schedule.

b) Interview

The interview is delivered to the participants of teaching-learning process of English. They are English teachers and students. The interviewees are taken as sample from the population by implementing sample technique. As the English teachers are two for 6 classes, the researcher interviews the both English teachers with the same questions in the different time but not during the lesson. In other side, the researcher interviews the students based on the class rank. There are three students of each class observed. They are the students with highest, the lowest, and medium score in English of the previous semester as shown in the score record. They are interviewed after school or in the break time.

c) Document Analysis

The documents analysis is done to select the documents related to teaching-learning process of English. The documents are analyzed are the syllabus material, the daily classroom, attendance list, score list, and the others related to documents.

C. RESEARCH FINDING AND DISCUSSION

This part discusses the finding and describes the situation of English learning process in MI PSM Gambyok. The researcher focuses on the instructions used by the teacher and the effectiveness of the instructions in stimulating students' attention.

1. Research Finding

This research focuses on the students' performance using the instructional design. The followings are the findings of the research based on the questions of performance: (1) who should achieve the objectives (the subject), (2) what the person (students) must be able to do (the performance), (3) under what condition the performance should occur (the conditions), (4) how the performance will be tested (the measure), (4) what level of performance must be reached (the criterion).

The syllabus of English is not found in MI PSM Gambyok. It makes the teacher and even the headmaster couldn't determine what the objective of learning English is. In a flash, the researcher could interfere that the vocabulary building is the objective. It has not been written yet but this is a proper objective.

The research finds that the teaching learning process in MI PSM Gambyok is not various. The teacher seems doesn't have other way that what she does now. For example, she opens the class with greeting and directly asks the students to open the work sheet and do the exercise without any explanation. This case happens in the grade 4 – 6. The other teaching problem happens in the grade 1 – 3. The teacher writes some English words and the Indonesian then asks the students to rewrite. After the students finish writing all in the blackboard, the teacher asks them one by one to mention what they have written.

Here are the lists of instructions found in MI PSM Gambyok:

- 1) Open your book page 21 and do the exercise 1, 2 and 3!
- 2) Find the Indonesian of these words!
- 3) Translate the text into Indonesian!
- 4) Mention the Indonesian of these words!
- 5) Rewrite the words on the blackboard!
- 6) Come to the table and write the words I say in the right spelling.

The instructions above are repeated many times in the whole of semester. The teacher states that these are the most proper way in teaching in the school. She also argues that the habit of the students who like to do the task than listen to the explanation or play some games. The researcher agrees with the statement. The real problem is the lack willing of the students especially the students of grade 3, 4 and 5 to receive the new method of learning. But for the grade 1, 2, and 3, the teacher should start to accustom then with the new method. The more effective method will help the students to have better learning.

The instructions are teacher-centered means that the students lay all the class activities to the teacher. They do nothing without teachers' instructions. Based on the interview, the teacher understands well about these situations. No step taken so far, which means that learning process remains in a passive condition. The willing to learn is also lack. This makes the instructions become more ineffective. In other words, the students lay their activity to the teacher.

The teacher admitted that the students were not really enthusiastic in learning English and she has tried few ways like games and songs. The students were only interested in song but they were not really interested in playing games. Unfortunately, the teacher stopped in improvising the games and songs and back to the teacher centered method. As a noticed, preparing games and songs was the only part of the teaching that not followed the worksheet.

The preparation is a half of success. The researcher found that the teacher is lack of preparation. And sometimes, she opened the worksheet right before starting the class. Based on the interview, she did this because of two things. The first is the English materials that

never changes in the last three years. It made her feel safe not to prepare the material. The second is the students' ability and interests of English are not good. It made the teacher did materials repetition for more than 2 times. The teachers also said that the methods of teaching in the repetitions were the same as the first. So, one chapter may be repeated in the same ways. Moreover, the first time was not effective and repeat again with no guarantee of better understanding.

The next discussion is about the document or teaching instruments found. As English is a local content, which can be chosen to teach or not, the document like syllabus, journal, or evaluation are found incompletely. The syllabus found is only for the grade 5 but it wasn't applied as the teacher depends too much to the worksheet. Moreover, the worksheet had a guidance of teaching steps although it's not maximally used by the teacher.

The next document is teaching journal. This document is very important as a tracker for a teacher to see how far the materials she teaches. This is a kind of teaching instrument that used to guide the teacher to teach. The journal is not used maximally. The researcher found a pretty many blank tables in the journal. It indicated two things. First, the teacher may not teach in sequences as she stated in the interview section. It safe to say the teaching journal is not used maximally.

The evaluation is once again depends on the book. From 90 minutes of learning process, students, 75 minutes spent for doing the exercise in the worksheet. This activity directly evaluates the students it can be called formative test. The result of this evaluation is not really accurate as the test is not well managed. The next is summative or final examination. This test is held once in a semester and the questions are arranged by one of the English teachers in the area. The problems appear as the teacher doesn't have syllabus. But as the teacher's statement, the evaluation is based on the worksheet. The result, however, is not really satisfied. The last result of the summative test are the grade 5 got 4 in average, the grade 6 got 5 in average, and the grade 6 got 5 in average.

a) Researcher and Teacher's Treatment

The researcher's position in this research is an observer. However, trying to arrange a new instructional design is worth to try.

The first is arranging the material. The researcher and the teacher agreed to take the theme "my surrounding" for the grade 5 as the teaching material. We prepared many vocabularies that we considered the students already know like furniture in the house, people's occupations, and things in the school. We planned a simple game called guessing letter. So we vanished some letters in the words like CHAIR to C __ A __ I R. We allowed the students to open the dictionary and having discussion. And the last 15 minutes we asked

the students to do 15 questions tasks as evaluation. The evaluation found that most of students did the test well. They were challenged and enjoyed the session. Then we filled the teaching journal. As conclusion, we did all the instructional design procedure and it worked well.

2. Discussion

Teaching the students in the village is a hard thing with many external and internal obstacles. The instructional designs arranged to solve those obstacles. The research has found that the instructional design helps the teachers to make the learning process in the class. What the instructional used and how its work will be discussed in the following paragraphs:

The typical of the English learning process in MI PSM Gambyok is the teacher always comes to the class with no preparation. Based on the interview, the teacher feels safe not to prepare the materials because she is already equipped with worksheet. And she just follows the instructions written in the worksheet.

The previous paragraph show us that the teacher depend too much on the worksheet. In some meetings, she guides the students by giving them the Indonesian words students don't understand. Then lead them to answer the questions. This condition means that the teacher may not have clear description about what she teaches in a semester. The case makes the arrangement of a syllabus is a needs for English teaching in MI PSM Gambyok.

The same instructions are used too often for the different materials to all the students' grades. It makes the learning process goes same all the time. As a result, the learning process is just a time to pass by. A set of instructions which proven activate the students like "do the exercise in a group" or "a game" are worth to try.

One thing in notice that the students are already accustomed with this conventional methods. Like the teacher, the students also find that the changes methods will lead them to a difficult situation. The new instructions just make them think harder. The both try to avoid adapting with new situation. The new instructions are seen as a new job that wastes their time. This is a serious problem that needs to be solved fast. Need time to be accustomed with the new instructions and habit in general but a try is a must.

The hardest thing like shyness could be reduced although in a low percentage when the researcher used the surrounding themes like students' family, house, people around them, and their hobby. The learning process still moving slowly but at least the shy students spoke three or four words. It some ways it is a development. The shy students were able to memorize and write the words they spoke in the learning process. They are more active to

the things that familiar to them. It is a great notice for the teacher for arranging the instructional design for village students as interest points.

The previous paragraphs indicate that the students' performance and circumstances of studying is not in good conditions. They need teacher's guidance all the time but the teacher teachings methods don't support the students' to active. So the students are not in performance and circumstances of learning English.

As the syllabus is not found, the teacher doesn't have clear idea of what competence of English the students must. The vocabulary building is the objective as the result of the interview. It can be understood because vocabulary building can be a foundation for the students to learn English in the higher level of education or junior high school.

The document tracking gets the evaluation and the results are not satisfying. The formative test may show high score but the summative results show that the students haven't understood English well. It's debatable. The questions of the summative are arranged based on the materials in the worksheet. It doesn't have clear standard as the questions are resume of the questions in the worksheet. So, it's safe to say that the summative is not reliable testing.

This research has the similarity with the park's work and Rusdi's work. The both modify the instructional design with the students' surrounding. The different is only in the age of the students. However, the treatment is similar as well as the result. The students are more interested to learn English about their surroundings. The researcher feel better spirit when they use their background knowledge in learning English

This research tries to find the suitability of the instructional design applied for the students in MI PSM Gambyok. And the design used is not effective. All the aspects are needed to be improved. From the teaching Instruments, teaching materials, teachings methods, and evaluation.

D. CONCLUSION

The instructional design is very important in order to drive a subject taught maximally. The instructional design of English in MI PSM Gambyok needs a lot of improvement in the followings:

The syllabus is not found. It means that the teacher doesn't have exact materials to teach and she also doesn't know the learning target to gain. The teacher depends too much on the worksheet and the problem is the worksheet contains needs some editing in materials and format.

The students, of course, must in the ideal circumstance in the learning process. The instructions and the methods brought by the teacher don't lead the students in the ideal circumstances of learning. The result of observation shows that the teacher repeats all instructions too many times. This factor makes the class not in the circumstance needed.

The evaluations which are divided into two formative and summative don't give clear picture of a reliable evaluation. The formative is one of the worksheet tasks and the students may do the test few times while the summative is a collection of the tasks in the worksheet. The result of the summative is not satisfied. The average score is below 6.

All the aspects mentioned must be improved by giving local content in every chapter. It means that the teacher must improve her ability of arranging materials.

E. SUGGESTIONS

The teacher in MI PSM Gambyok play the three roles, he should be explore as many as methods he could find. The reason the students are not accustomed with the new methods is unreasonable. There are many methods that she hasn't tried yet. The methods like collaborative learning, crosswords, and games are now easily found in the internet. She could choose at least one to try. Moreover, the school has an LCD projector. She could use the digital resources like slides of pictures, digital cartoon movies.

The teacher also suggested maximizing the teaching instruments like teaching plan and teaching journal. Teaching plan is very useful for the teacher to make the class run neatly while the teaching journal is important to avoid redundancy of teaching

Instructional design is always interesting to investigate. The next researcher may do the similar research to the different school and circumstance or to conduct an experimental research about instructional design arrangement.

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