Developing cultural – based English textbook based on total physical response method for elementary school students

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ARTICLE INFO

ABSTRACT

This study aimed to develop and provide an enjoyable, meaningful, and cultural – based English textbook for elementary school students on the coast of Kurau village, Bangka Belitung Province. The observation and interview were undertaken to acknowledge the needs of the students in improving and advancing their understanding of English as well as to afford them an expedient textbook to be explored. Lee and Owens (2004) model has been used for this research and development study in designing the book. Total physical response method was also implemented in some exercises within the book to engage students' attention and comprehension towards English learning. The data gathered in this study were collected through questionnaires, pre-test, and post-test. Based on the data analysis, the research finding shows that the cultural-based English textbook for elementary students is feasible. Feasibility obtained from the book was very good. Percentage of assessment by the content expert reached 82 % and the media expert was 87%. The calculation of T-paired test showed that there was a difference in learning achievement between the pre-test and the post-test score, which was 70.00 to 78.00 or increased 15%. Thus, there is an increasing score and this cultural – based textbook is effective to be used by the elementary students.

1. Introduction

Rapid changing of world's today globalization has forced society to be independent, multi–tasking, decently communicative, and globally competitive. The communication skill of a foreign language is an absolute need for those who want to achieve international goal accomplishment. Being able to master English is one of the requirements that one must have in order to make dreams come true. However, many people, or English learners particularly, still have to face huge challenges in learning English. The factors found can be the negative transfer of the learners, cultural differences, attitude towards English, unsupportive environment, etc (Muhammed, 2018).

UNESCO (2017) supports the idea that inserting culture in textbooks can develop a climate of trust and mutual understanding among diverse individuals. Making cultural–based textbooks as an integral part of today's education is the means for present generations as well as a source of innovation, creativity, and mutual borrowings that can be encountered in all aspects of pedagogy (UNESCO, 2017).

Ministry of National Education Decree No. 20 year 2003 notes that learning materials must conform to the students' life, the social environment, universal values, cultural values, and diversity. Based on the observation conducted by Kusuma (2016), the elementary school students in *Kalibukbuk* faced the challenges in comprehending the English materials due to the lacking of local cultures inserted in the textbook. Then, Kusuma (2016) developed contextual and applicable cultural–based reading materials which aimed to support and enlarge students' understanding in English. Mahardika (2018) confirms that the use of cultural material has decreased the foreign nuance of the material. It reduces the stress level of the students due to the familiarity of the material. In Indonesian context, such similar research regarding inserting cultural context within the textbook has been effectively proven. Sudartini (2012) asserts that by integrating cultural values within textbook, it promotes the national character education that will encourage, improve, and maintain the spirit of nationalism of Indonesian next generation.

Fitriyah (2015) agrees that Indonesian cultures included in English textbooks in Indonesia can promote broader understanding and better perspectives. Therefore, providing students with a friendly and ready-to-use cultural English textbook is an absolute need. Textbook development is a continually integral part to support a better Indonesian educational system. The obstacles revealed from the observation phase alleged by the teachers; the students found basic grammar difficult to understand. They did not recognize any grammar formula or even introductory part-of-speech. It got worse when the teacher taught them in a traditional way. The bounded time also became the central issue. English has become an optional subject taught in elementary level, which means that not all of the schools provide pupils with English. Even if the schools do, the time given is confined. Based on the needs analysis of the elementary students of SD 14 Koba, Kurau village, they demanded a more familiar and easy-to-use English textbook to aid them better understanding in English. Besides, they requested the cultural-based and easy-to-read book to catch the meaning of some complicated English phrases and expressions. Some cultural local contexts that they asked for are hoped to be inserted in the coursebook to promote and uplift their prior and basic knowledge of the local contents. The present study was then conducted to help the students reach the goals in sharpening their comprehension towards English.

2. Research Method

This study applied the Lee and Owens (2004) research and development model to develop the textbook. There are five steps utilized in conducting and finishing the book. They are: 1) assessment or analysis in which the researchers observed the questionnaire needs of the students and spread the pre-test sheets, 2) design, the researchers started to arrange the draft of the book materials which then validated by the material and media experts, 3) development, this stage was used to test the textbook and preliminary revision, 4) implementation was used to conduct a post – test, 5) evaluation in which the final revision of the textbook was implemented and the book could be produced. The research was carried out at SD 14 Koba, where it is at the coast of Bangka island, Central Bangka regency. The subject of the research was the fifth-grade students and class teacher. The instruments included in the research were questionnaires, documentation, and validation sheets. The data analysis was accomplished by mix – method approach. The data were analyzed and explained by qualitative design, while the data result of the questionnaires was described in a table of quantitative method.

3. Findings and Discussion

After the needs analysis data were all gathered, the pre-test worksheets were spread. The writers then began to analyze the results and head a start of writing the draft of the textbook. Due to space, the research does not provide complete tables to the result of the analysis. Therefore, the representative items that have received high scores from the expert will be explained briefly.

There are four points to be described in the results content expert assessment, media expert assessment, English teacher assessment and pre-test and post-test performance.

3.1. Assessment of Content Expert

The content expert assessment received an average score of 80.56%. The highest score, i.e. 100%, prevailed in this assessment, where the value of the activity objects, the combinations of

materials and the activity item, the consistent learning directions and the interactive attraction. These scores were obtained due to its content availability within the textbook which really demonstrates the objectivity, consistency, direct and synergistic among instructions, activities contents, materials ang feedback.

Other items such as product coverage, material order, material layout, vocabulary used in materials, consistency of materials and tasks, ease of use materials, relevance of standard competencies, alignment of indicators and basic skills, completeness of materials, easy-to complex activities matching objects, matching tasks and indicators, and feedback employment 75% of the score for each item. This study agrees with Rashid and Ibrahim (2017) statement that ELT materials should be well-matched with its context.

3.2. Assessment of Media Expert

Of the seventeen points assessed by the experts, six of them obtained very high scores, i.e 100%. The quality of task items, quality of instructions within the book, quality of instructions within the book, the balance of the materials and task items, the availability for limited time, an interesting media in the learning process, make students study actively are the items that prevailed the highest scores. While the arrangement of materials integration, the relevancy of the background color, the choice of using important color, the design of appropriate letters, the interactive activities, pictures' appearances, sizes, qualities, and its effectiveness used in the textbook obtained 75% of the score for each item. This means that all of the items used are in moderate function. It is relevant to Seguin's (1989) criteria that a good textbook has to be accurate, precise, topical, and objective. This finding is also similar to Mahardika (2017) that such colorful and clear pictures, colors, language games and language activities in material help to reduce their anxiety and stress.

Table 1. Pre − Test and Post − Test

19 students	Pre−Test Score	Post−Test Score	Score Improvement
Total	1272	1482	222
Mean	70.00	78.00	12.00

Depending on Table 1, there are different scores before and after the implementation of the product. The score gained was from 70.00 to 78.00 or 12.00% after the 5 th grade elementary students of SD 14 Koba have been taught using he English textbook. The coupled T-test results show a significant sig (2 tailed) value of 0.000 which is less than 0.5. This means the score from the pre-test to the post-test was meaningful. This showed that the cultural-based English textbook is successful in developing the skills and abilities of learners. The result of the present study, then, can be reasoned out that students are more aware of their local culture. They became more appreciative and understood more in informing others about the local cultivation. However, due to the lack of intercultural information within the textbook becomes unbalanced. As a result, it could prevent students from respecting other cultures and lead to a call for more effort to be made to develop a deeper understanding of the different cultural aspects that can support intercultural awareness among students (Hermawan & Noerkhasanah, 2012). In regards to the significant result of this pre-test and post-test study, the writers believe that exercises and tasks of Total Physical Response – based played a crucial purpose. Saehu, Sariyati, and Syah (2017) proved that TPR could improve elementary students' vocabulary and show good responses from the students. Likewise, Fahrurrozi (2017), Ikhawati and Megawati (2018) demonstrate alike significant results when using the TPR method for elementary students. That by physicalizing and role-modelling the vocabulary, students can comprehend the words maximally as well as stimulate a more enjoyable English learning in the classroom (Fahrurrozi, 2017). This means that this method brings about both students ' cognitive and true sensory experiences

4. Conclusion

The data show that the textbook was feasible for students. Feasibility obtained from the book was very good. Percentage of assessment by the content expert reached 82 % and the media expert was 87%. The calculation of T-paired test showed that there was a difference in learning achievement between the pre-test and the post-test score of 70.00 to 78.00 or reached 15%. Thus,

there was an increasing score, and thus cultural-based textbook was effective to be used by the elementary student. Some limitations were raised, however, to assess the present study and to support future researchers in carrying out similar research with deeper analysis and wider scope. The textbook had several drawbacks. 1) The book did not include multicultural perspectives, and 2) the authors did not conduct an in-depth analysis or interview with the student and teachers to gain information about how they used the book and how they felt when using the book. For this reason, however, the research did not fit the results of Setyono and Widodo (2017), in that the multicultural emergence in the ELT textbook should be undertaken to extend the cultural understanding of students and express reverence for indigenous people around the world. Haaezi, Irwansyah, Juanda and Azis (2018) agree that English teachers should provide and create their own language learning resources to cater to the needs of students in terms of their interest and learning needs. Similarly, Rashid and Ibrahim (2017) assert that if the material relates to universal values such as integrity, transparency, social justice, beauty and marriage; the writer must be extremely careful, as comparison made in the textbooks is significant if two cultures are compared.

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