

# Artikel Upincase 3

*by* Siti Maisaroh

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# Development of “English Classroom Instruction” Module to Support Students’ Ability in Bilingual Learning

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**Abstract.**There are no teaching materials aided in teaching bilingual learning for students of Elementary School Teacher Training (PGSD). This module helps students to practice teaching using English as bilingual classroom instructions so as to build creativity in teaching techniques and introducing English in pupils’ daily interaction. This study aims at producing an English classroom instructions module to improve their ability in bilingual learning. The study was conducted in research and development method. It applied the Borg and Gall stages, namely 1) research and data collection, 2) planning, 3) developing initial products, 4) initial field testing, 5) major product revisions, 6) main field testing, and 7) operational product revision. Data was collected through observation, questionnaires, and tests. Data was analyzed by averages and Paired Sample T-Test. The result shows that the English classroom instructions module is feasible to use in bilingual learning, as indicated by the media expert validation obtaining an average score of 4.14 namely good criteria, the material expert validation obtaining an average score of 4 namely good criteria. The module is also effective in improving students’ abilities as shown by the acquisition of an average pre-test score of 77.32 increasing to 87.04 in the post-test. The t-test shows the significance level of 5%, the paired sample test table obtains a t-value of -12.458 with Sig. (2-tailed) value of 0.000. Because of the Sig. 0.000 < 0.05, it indicates that there is difference between pre-test and post-test scores. It can be concluded that English classroom instruction module can improve students’ ability in bilingual learning.

**Key words:** module, English classroom instructions, students

## 1. INTRODUCTION

The Elementary School Teacher Education Study Program (PGSD) is an educational institution that is responsible for delivering quality education so that it should produce professional elementary school teacher candidates. Today, the use of English as bilingual in learning is a must as the changing times and dynamism of education. Therefore, PGSD study program organizes to produce undergraduate elementary school teacher education who have high abilities and attitudes to deliver lesson by using English as learning instructions in classes and develop potential graduates optimally.

The efforts to achieve the goals are holding English courses in semester 1, Bilingual learning course in semester 7, and global perspective course as well. The purpose of implementing English course for the freshmen is as the introduction of English as the language for daily communication, as the provision for the students to get used to communicating using English. The purpose of giving bilingual learning course is to practice and develop students' abilities in teaching materials by using English as the classroom language instructions. Accuracy in writing, reading, speaking and listening is a compulsory skill for them. The proportion of correct English, in terms of fluency, pronunciation, and context is greater than other skill.

The facts show that students are not interested in honing their practical teaching skill especially using English as a medium of instruction. Revealed form the interview with the students, they are not familiar with English as classroom instruction. Students have not been provided with knowledge about teaching techniques of teaching using English a medium instruction. The courses obtained are about teaching techniques for elementary school students in general. It is known that students feel not confident in speaking English. Lack of understanding of vocabularies and grammar lowered their English language comprehension.

Low awareness and practice of using English results in low understanding of English classroom instruction. Students face difficulty in pronouncing the English sentences. In further situation of teaching, indeed teachers' pronunciation will get greater attention form students. The incorrect pronunciation produced by teachers result in misunderstanding of meaning. A fatal thing is that students imitate the wrong pronunciation, students continually make English pronunciation errors.

Elementary School Teacher Study Program of UPY as an institution engaged in basic education, has the task of educating students to be able to introduce English as a foreign language to pupils. Therefore, as a fundamental thing, the ability of students to use English as bilingual learning must be fulfilled. They must have high ability of English skills both in written and spoken. Using the target language in delivering material to students as medium of instructions support students to be familiar with them, so they have high self confidence in producing the language. So it is necessary to produce a learning module allows students to become non-English speakers similar to native speakers but speakers with clear, communicate and clear speech in speaking English. (Atli, 2012).

In English lecture, manual which help students to improve their understanding of English as communication and as classroom instruction is not available. They get the material through slides and several sheets of photocopied paper containing material. It is needed to serve a teaching aid helping them to practice English classroom instruction both written and spoken. Module is one of the media to help students eager to practice English classroom instruction. The development of a module is helpful to improve students' ability in teaching lesson professionally. The focus of this study is to produce a module consisted of English classroom instruction in bilingual learning.

Teaching English at elementary school is related with dynamic education. Communication means the ultimate goal in teaching-learning process. As mentioned by the Depdiknas communication is understanding and expressing information, thoughts, feelings, and develop science and technology as well as culture by using the language. The ability to communicate in a complete sense is the ability to understand and or produce spoken and written texts which are realized in four language skills, namely listening, speaking, reading, and writing. Those four skills are used to respond or create discourse in social life (Kemendiknas No. 22 tahun 2008).

Language learning supports communication to achieve the goal of learning. The various domains of research and investigation in sorting out the definition components of learning that we can find are as follows (1) learning is mastering or obtaining, (2) learning is remembering – remember information or skills, (3) recalling involves the storage system, memory, cognitive organization, (4) learning involves active-conscious attention to and acting according to events outside and inside organism, (5) learning is relatively permanent but subject to forgetfulness, (6) learning involves various forms of training, perhaps training supported by rewards and punishment, (7) learning is a change behavior. (Brown, 2000). It is mentioned that learning involves various

practice that communication is also focusing on. Communication practice by using English as classroom instruction may facilitate students to respond or create discourse in social life.

Introducing English to students of elementary school is not an easy way. It needs many preparations and tasks. Learners of elementary schools is different with higher schools. They have characteristics. Children of aged 8 to 10 years have characteristics as follows (1) their basic concepts are created, they have definite and real view of world, (2) children have ability in differentiating fiction and non-fiction, (3) children have high curiosity, (4) children believe in spoken language as they believe in real world, (5) children can make decision of what they are learning, (6) children have reasons for what they like and dislike, (7) children are aware to what happen to the environment, (8) children like to get along with and socialize with their friends of the same age. (Scott and Ytreberg, 2003).

Explained further, it needs to pay attention to follow some considerations of teaching language to children (Scott and Ytreberg, 2003). First, words are not enough. Teachers need to teach language by conducting activities that children engage physically, they respond input through the five senses. Second, learners play with the language. Teacher must prepare fun activities. Third, language as language, means that language is the part of their life. Children should learn the target language continually. Fourth, variety in the classroom means teacher must vary activities in order children not to get bored. Fifth, routines is children continually absorb the language and familiar with the sound, letter, and other aspects of language. Sixth, cooperation not competition means that language is introduced by cooperate activities, not competitive activities. Seventh, grammar should be introduced to children at first comprehension. Eight, formal assessment of children's learning outcomes is not recommended. Other way of assessment can be done by giving written notes to each of them.

Bilingual learning can be defined as knowing two languages (Valdez, quoted by Gottardo and Grant (2008). Further explained, in the definition and classification of bilingual, it is necessary to emphasize the variation of bilingual levels because there are some people understand two languages (bilingual) have high proficiency in both languages, while others are more dominant on one language rather than the other. There are various ways of people are able to master two languages (bilingual), namely by natural methods, learning methods, self-actualization method, and academic learning. The learning method namely teaching a second language to learners nationally, will influence learners to become bilingual. Bilingual learning through formal education causes some students happily accept the bilingual process, however not a few also find it difficult (Mollashahi et.al, 2013).

Indonesian government through Ministry of Education and Culture and the Ministry of Research and Technology hope Indonesian learners have language skills (English) in both orally and written. Efforts made to realize these expectations are carried out by bilingual learning. There are four advantages of bilingual learning (Beardsmore, cited by Margana (2011), namely, 1) scholastic achievement, 2) linguistic equity, 3) multilingual proficiency, and 4) promotion of multicultural awareness. Margana (2011) then explains some of the reasons for implementation of bilingual learning especially in schools, it is the transactional purpose. Other reason is that the use of English as the language classroom instruction is expected to increase the ability in mastering two or more languages and form a public awareness in multicultural context.

In attempting to improve students' comprehension and motivate practice in teaching students using bilingual, it needs a module. Module is a complete form of learning material written based on theory of self-instruction, meaning that students can learn it in their own at any time, with minimal help from others including teachers or peers (Depdiknas, 2002). In addition, through modules, students can study material individually or help of peers (Winkel, 2009). A module can be called a program package that contains structured activities to support students to achieve learning goals. (Goldschmid, as quoted by Wijaya, 1988). Learning modules are very popular in educational institutions in Indonesia. They use modules because a competency can be studied thoroughly in teaching material and suitability of learning which has a learning principle of "making something" with the material in the form of a learning module (Arifin et al, 2009).

Students worksheets are modules that are structured so that students have independent learning activities. The worksheets have structure namely as material, summary, and assignment according to material. Students also find clear instruction for understanding the subject matter and also worksheets that guide them in deep understanding (Prastowo, 2011).

## 2. METHOD

This research is a type of development research which often known as Research and Development (R&D) which is a process or steps to develop a new product or improve an existing product and also validate an accountable educational product. The product can be in the form of objects or hardware or software (Borg and Gall, 1989). It is a process used to develop and validate educational product. This research was conducted in some steps, 1) research and information collection, 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, and 7) operational product revision. This research aims to develop a module of English classroom instruction. The subject involved in this research are students of Elementary School Teacher Study Program (PGSD), UPY. Those students were taking Bilingual Learning lesson. The data was collected through observation, questionnaires, and tests. Data was analyzed by averages and Paired Sample T-Test.

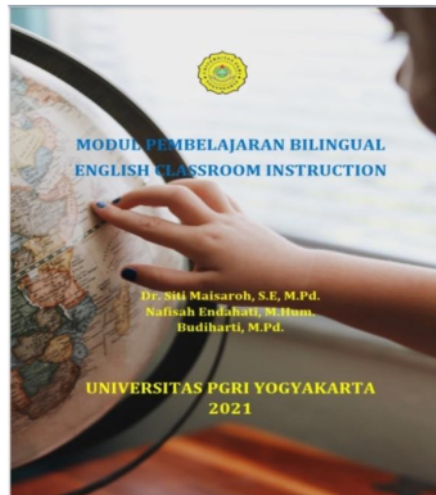
## 3. RESULTS AND DISCUSSIONS

### a. Result of product development

The research resulted in two products: module of English classroom instruction and an audio media that support the module of English classroom instruction. Those two products are designed through the steps of R&D research design proposed by Borg and Gall. The following is the description of the module and audio media.

#### 1) Module of English classroom instruction

##### a) Cover page



Picture 1. Cover of module

##### b) Foreword

This page describes the purpose of making the module along with appreciation to various parties who helped in completing the module. It also mentions the basic concepts and main content of the module.

##### c) Table of contents

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Picture 2. Table of contents

- d) Introduction  
This page explains about the definition of learning that is referred to from several sources or theories. Factors the influence a person in learning is described then. It persuades students of PGSD UPY to practice English classroom instruction as stated in the description of learning outcomes and special skills.
- e) Material I  
Material I consists of the objectives of learning activities and the content of material. It mainly explains the English classroom instruction used to start teaching in the opening session of teaching, such as greetings, starting the class, waiting to start, put your things away, attendance, roll call, and introducing a topic.  
A simple task is given to the readers. The students should fill in the blanks with the appropriate function of the instruction. Students are asked to pronounce the sentences written in the table.
- f) Material II  
Material II described about English classroom instruction conducted in whilst teaching session. The classroom instruction mentioned in this material variously is attempted to deliver the main lesson. Some instructions are also written to encourage students in developing discussion, giving comments, disagreeing with others' opinion, sequencing, supervising, encouraging feedback, giving hints, summarizing, clarifying comments, and giving positive feedback.  
As written in material I, material II is also given simple task, filling the blanks with appropriate function and pronunciation.
- g) Material III  
Material III is English classroom instruction of ending the lesson. It consists of English classroom instruction of signaling time to stop, no time to stop, previewing next class, and giving homework. Tasks are asked to complete students' comprehension.
- h) Other classroom instruction  
Teachers often use command to support their teaching. This sub topic explains some commands that can be used while teaching, such as asking for something, asking about word, asking to repeat, asking for help and apologizing.
- i) General task  
At the end of the module, students are given task. The task is asking students to propose a series of teaching activity which English classroom instruction is conducted.
- j) Summary  
This bilingual learning module is prepared with the aim of guiding students to be able to practice the learning process form opening, during, and closing by using English as instruction. The need for mastery is intended for students to become professional teachers in international classes. Students are given practical assignments continuously to be more confidence and motivate to use it in daily conversation.

- 2) Result of material expert judgment  
The result of material expert judgment concludes that overall it got a total score of 36 with an average of 4. The quality of the material can be determined by the average score with the guideline value conversion table. Based on the conversion table, the value of 4 is in the score range  $3.4 < X \leq 4.2$  so that the material in the English classroom instruction module achieves good criteria.
  - 3) Result of media expert judgment  
The result of media expert judgment states that overall it got total score of 58 with the average of 4.41. the quality of the media can be determined by converting the average score with the guidelines for the value conversion table. Based on the conversion table, the value of 4.14 is in the score range of  $3.4 < X \leq 4.2$  so that the media or module of the English classroom instruction is categorized good criteria.
  - 4) Result of field trials  
The ability of students in bilingual learning is shown from the scores obtained by students before and after using bilingual learning module of English classroom instruction. Based on the result of the main field test, it shows that the ability of students in bilingual learning has increased as indicated by the average score of pre-test and post-test, both in class A1 as amount of 11.2 and A2 as amount of 8.28.
- b. Result of students' ability, normality test and paired simple t-test.
- 1) Result of students' ability in bilingual learning  
Based on data of students' ability scores in bilingual learning, it can be seen that the students' ability scores have increased after using the English classroom instruction module. It can be seen the average pretest and posttest mean score increased both in class A1 and A2. Class A1 obtains pretest score of 75.02, and increases in posttest to 86.22. class A2 obtains 79.55 scores of pretest and increases to 87.83 in posttest. So it can be concluded that English classroom instruction module has an effect on students' ability in bilingual learning.
  - 2) Result of normality test and paired simple t-test  
The result of normality test on pretest and posttest can be shown form the table.

Table 1. Normality Pretest and Posttest

#### One-Sample Kolmogorov-Smirnov Test

		Sebelum	Sesudah
N		71	71
Normal Parameters <sup>a,b</sup>	Mean	77,3239	87,0423
	Std. Deviation	8,71743	4,09333
Most Extreme Differences	Absolute	,095	,100
	Positive	,095	,098
	Negative	-,094	-,100
Test Statistic		,095	,100
Asymp. Sig. (2-tailed)		,181 <sup>c</sup>	,078 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the Asymp. Sig (2-tailed) value of pretest value is 0.181 and the posttest value is 0.078 which is greater than 0.05. so it can be concluded that the pretest and posttest results are normally distributed.

The following is the result of paired samples statistic.

Table 2. Paired sample statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sebelum	77,3239	71	8,71743	1,03457
	Sesudah	87,0423	71	4,09333	,48579

The following is the result of paired sample correlations

Table 3. Paired sample correlations

		N	Correlation	Sig.
Pair 1	Sebelum & Sesudah	71	,694	,000

The following is the result of paired sample test.

Table 4. Paired sample test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sebelum - Sesudah	-9,71831	6,57307	0,78008	-11,27413	-8,16249	-12,458	70	0,000

With a significance level of 5%, the paired samples test table obtained a t value of -12.458 with a Sig. (2-tailed) value of 0.000. Because the Sig. 0.000 < 0.05 indicates that there is difference between the pretest and posttest scores. So it can be concluded that the English classroom instruction module can improve students' ability in bilingual learning.

This research was conducted with the procedures of research development by Borg and Gall (1989). This research developed in these steps, namely research and information collecting, planning, developing preliminary product, preliminary field testing, main product revision and main field testing. In this research and development, researchers do not conduct the procedures to stages 8, 9 and 10. According to Gall (1989), operational field testing is carried out in 10 to 30 schools, with 40 to 400 subjects. Based on the description, the researchers develop only up to stage 7 because the test subject still used 1 place with only 71 subjects. The subjects have not reached 10 or more places.

After developing module, researchers validated the media to the experts in order to obtain suggestions from the validator product improvement. Validation experts is carried out to determine the quality of the product and the appropriateness of the media that will be used in the classroom. The process of validation is carried out by two validators, namely the material expert validator and media expert validator. The validation results obtained from the validators were then analyzed. Validation conducted by media experts obtained an average score of 4.14, hence categorized in good criteria.

Validation conducted by material experts obtained an average score of 4, with good criteria. The validators assessments accompanied by several suggestions for revision on the module. In general, the module is declared to be suitable for use.



The effectiveness of media in this study can be seen through the improvement of students' ability in bilingual learning. It is seen from the improvement of average score obtained in pretest and posttest. After conducting pretest, researcher carried out learning activities using English classroom instruction module, and do the posttest. After data was analyzed, the posttest mean score is 87.04. It shows an increase in the ability of students in bilingual learning. The result of paired sample test indicates that there is a significance difference of pretest and posttest scores. So, it can be concluded that the module of English classroom instruction could improve students' ability in bilingual learning.

Based on the results of the posttests after implementing the module, the average student's ability has increased. It is accordance with the opinion of Finch & Crunkilton (2006) which states that teaching module is a resource that helps teachers and students bring desired behavior changes in individuals. It is also supported by the research conducted by Lasmiyati and Idris Harta (2014) that learning using module is better than classes without modules.

Finally, it could be declared that the development of the English Classroom Instruction module impacts good influence on the achievement of students' success in bilingual learning. The achievement of student's ability improvement is also supported by the suitability of developing module intended for them. It is clearly stated that the English classroom instruction learning module is feasible and effective for use in bilingual learning for PGSD students which is related to improving students' ability to use English as medium of instruction.

#### 4. CONCLUSION

- a. The module of English classroom instruction is feasible to use in bilingual learning based on the result of material and media expert judgments. Validation carried out by media expert obtains score of 4.14 namely good criteria. Validation carried out by material expert obtains score of 4, namely good criteria.
- b. The module is also effective in improving students' abilities as shown by the acquisition of an average pre-test score of 77.32 increasing to 87.04 in the post-test. The t-test shows the significance level of 5%, the paired sample test table obtains a t-value of -12.458 with Sig. (2-tailed) value of 0.000. Because of the Sig. 0.000 < 0.05, it indicates that there is difference between pre-test and post-test scores. It can be concluded that English classroom instruction module can improve students' ability in bilingual learning.

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