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Increase The Student Outcome Trough Developing English Learning Material

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Abstract

The purpose of it study develops a model of English learning materials and learning tools using cooperative learning type group investigation models; this research produces Requirement-based English teaching materials. This study uses quantitative and qualitative model approach including development research and using the ADDIE model. It carried this research out in the Elementary Teacher Education Program (PGSD) program. Data analyzed used 1) test 2) model validation, 3) questionnaire and 4) observation. The results got are the increase student learning outcomes in English learning, with excellent categories, English teaching materials developed based on the results of expert validation in the very valid category, English teaching materials in being able to improve students' learning abilities and outcomes and lecturer activities in category learning is very good, the level of effectiveness in the category is very good for an increase in the learning outcomes of PGSD students after using the application of group investigation in learning.

Keywords: *group investigation models, develops, English teaching materials*

INTRODUCTION

The background of this study is the lack of understanding, mastery of English and the inability to communicate properly and correctly according to the method of communicating English. Besides the unavailability of learning resources and learning tools that support increasing interest and motivation to learn English. The low achievement of students towards English is partly because students consider English very difficult to learn because there are differences in writing and reading, there is intonation, the different pronunciation, so they are less interested in learning English (Thakur, 2015), this needs to give a solution to provide learning tools, learning resources (Meara, 1986) and English textbooks and by providing language laboratory facilities to develop speaking skills, and listening (Darus *et al.*, 2012). This research will develop a model of English materials that can improve students' reasoning, creativity, and innovation so they can improve their ability to practice communicating English correctly.

Learning English in Elementary Teacher Education Program is a course that considered difficult and courses that are not very attractive to students (Wang and Coleman, 2009), because

when they have graduated in it than English not used anymore in elementary schools, Eventhough English is a part of a course that must study as one course that must pass, in the Basic Education Study Program throughout Indonesia.

Lack of understanding (Shi, 2011), mastery of English and the inability to communicate properly and correctly according to the method of communicating English(Richards, 2006), both in the learning process and in its application to the environment related to the use of English, besides the unavailability of learning resources and learning tools that support can increase interest and motivation to learn English (Wang and Coleman, 2009). The low achievement of students towards English is partly because students are less interested in learning English (Bhowmik *et al.*, 2014), this is a problem that needs given a solution to reduce the low performance of the students. One good solution to develop a model of English learning materials that to improve students' reasoning, creativity, innovative skills, to increase the ability to practice communicating through English correctly (Hassaskhah, 2016).

The researcher conducted observation English learning activity in the classroom, based on survey results that the students achievement of writing, speaking, reading and listening are in the low category.(Snyder and Beavis, 2004) state that it has expected by the availability of teaching materials are under the needs of students, teaching materials that can increase learning interest and easily understood by students (Agustina, 2013), and supported by effective learning models ¹⁷ that can increase the activeness and creativity of students.

In this research to implementation Cooperative learning type Group investigation models, the learning process of students actively involved, (Pgsd *et al.*, no date) work in groups, discuss, presentations, and use interesting media so that students strived to find new ideas and innovate, work together, respect each other and share ideas. The cooperative learning model of Group Investigation (GI) type to support active learning, learning activity that can increase motivation of the student, interest, creativity and critical thinking of student. The steps for Group Investigation learning in classroom learning activities are as follows; (1) divide the class into several heterogeneous groups, (2) explain the purpose of learning and group assignments, (3) call the group leader and each group gets one material assignment or assignments different from other groups. (4) Each group discusses the material existing cooperatively and are of a discovery nature, (5) After finishing the discussion, the group spokesperson presents the results of the group discussion (6)

The instructor/lecturer explains well as gives a conclusion. (7) Evaluation and (8) Closing. (Pgsd *et al.*, no date). The advantages of the GI (Group Investigation) Cooperative learning model are: (1) Can integrate learners of different abilities through heterogeneous groups, (2) Train students to enhance collaboration in groups. (3) Train students to take responsibility because it gives them the assignment to complete (Bank *et al.*, 2012)

The lack of textbooks cause low learning outcomes and English achievement of the student (EL AGGOUNE and GHAOUAR, 2019), in textbooks containing learning material, Teaching material is information, tools and texts needed by teachers to study the implementation of learning that arranged systematically both written and unwritten to create an environment or atmosphere that allows students to learn, (Shitu, 2015) that teaching materials can help the achievement of objectives, syllabus, and help the role of instructors and students in the teaching and learning process.

The teaching material refers to everything that used by instructors or students to facilitate language learning, to increase knowledge and language experience (江允婷, 2017). According to Richards ('Language teaching', 2005) (Darus *et al.*, 2012) teaching materials comprise several types which can be in the form of a) reading books, worksheets, b) non-printed materials such as tapes, self-access teaching materials, teaching materials accessed from the internet. Development of teaching materials is what the writer does, instructor, or student, to provide input sources for various experiences designed to improve language learning outcomes.

In this research, the development of English teaching materials follows the steps in the development of the ADDIE Model which includes 5 stages (Yusof *et al.*, 2015), namely: (1) analysis, (2) design, (3) development, (4) expert validation and (5) testing. The planned activities are (a) Analysis phase, which is conducting initial research and reviewing the conditions of learning English in PGSD, assessing the need for teaching materials and learning models used in the learning process, (b) Design Stage (Design) (Yusof *et al.*, 2015) at the stage this cooperative learning model design type investigation Activities carried out at this stage include; preparation of Lesson Plan, design of English teaching materials that fit the needs of students, selection of media, preparation of worksheets and tests, (c) development stage activities carried out at this stage are: Validation, conducting limited trials, field trials and (d) Evaluation stage, the effectiveness of the models and devices used.

The data analyzed in this study were 1) learning achievement test data, 2) model validation check data, 3) respondent questionnaire test data and 4) observation sheet data. The research output produces an effective, cooperative, productive Learning Model, In line with the nature of needs analysis (Teaching, 2018), that the development of new teaching materials is a skill to integrate something already known about learning and language learning with new elements that brought into the classroom by student groups such as their needs, desires, attitudes, and knowledge of the world.

The material design that supports increased motivation (Abdolmanafi-rokni *et al.*, 2013), and student interest, because designing material is an intellectual process to help teachers systematically analyze student needs and build responsibility for accountability when the lecturer mistake choosing an approach, model or strategy learning, it will have a low impact on student achievement (Abdolmanafi-rokni *et al.*, 2013) Learners are lazy, bored, and indifferent when the learning process takes place, let alone English courses that are considered as difficult and boring subjects (Meara, 1986).

After reviewing the background of the problem, it identifies the problem: (1) why are students' English grades low? (2) Are the English textbooks used under the applicable curriculum? (4) Are English textbooks able to increase interest in learning English for PGSD students? (5) Are English textbooks designed and developed based on students' needs? (6) are the contents of the textbooks used that can improve student achievement? (7) Are the contents/materials of English textbooks can understand by students? (8) Can the sentence understand by students? (9) Are the English questions in the textbook can answer well by students? (10) Is the material accompanied by a vocabulary or glossary list?

Based on the many problems that must be examined, then in this study limits the problem as follows (1) The need for English teaching materials in PGSD students; (2). The design model of English teaching materials in PGSD. (3). Results of the evaluation of English teaching material models that have been developed; (4) PGSD student learning outcomes after the model has applied; (5) How to develop English material used Group Investigation type cooperative learning?

METHOD

This research uses a mixture of quantitative and qualitative approaches, this study uses the ADDIE model (Analysis, Design, Development, Implementation, and evaluation) Mixed method design is a procedure for collecting data, analyzing and mixing both qualitative and quantitative research methods in a single study to find out problems in research (Yusof *et al.*, 2015). Analysis, the main activity is analyzing the need to develop new learning models and analyzing the feasibility and requirements for developing existing learning models that are not relevant to the needs of the target, learning environment, technology, characteristics of students, etc. (Khadimally, 2015).

After the analysis of the problem there needs to be a development of the model-new learning, researchers need to analyze the feasibility and requirements of developing a new learning model, the analysis process to answer several questions such as: (1) whether the new model can overcome the learning problems faced, (2) does the new model have the support of facilities to be applied?, (3) is the educator able to apply the developed learning model ? in this analysis to determine the feasibility of the model.

Design is a systematic stage that starts from implementing learning objectives, designing learning scenarios, designing learning tools, designing learning materials, and learning evaluation tools. To design teaching materials 5 aspects considered by the designer are stater, input, general Information, Language and task.

Development; the conceptual framework designed and then developed in the form of products ready tested, such as learning tools, teaching materials. Implementation; implements product results of the design in class, they deliver the material in class to measure the feasibility of the material and learning tools, then given an initial evaluation as feedback on the application of the next model.

Evaluation; there are two stages of evaluation namely formative evaluation and summative evaluation, formative evaluation after every end of the meeting (weekly) and summative evaluation after the learning activities end (semester) to measure the final competence of the learning objectives achieved. Evaluation results to see feedback to model users. Then make revisions according to evaluation results or unmet needs.

The population of this study is the total number of tertiary institutions implementing the PGSD program in South Sulawesi which is about 5 University. PGSD organizers in South Sulawesi were taken as samples from PGSD FIP Makassar State University. Before it analyzes the research

data, the data collection techniques are observation, English learning outcomes, model validation checklist, and questionnaire learners' responses.

The data analyzed in this study are 1) the data identified by students' needs, 2) the expert test data, 3) the readability test data of the developed English teaching material model, and 4) the test data of the suitability of the English teaching material model.

Test data of students' learning outcomes in English analyzed descriptively. Data got from the results of it analyzed the pretest and test to find out the improvement in learning outcomes. Effectiveness Analysis are analysis of an increase in learning outcomes after getting treatment, analysis of the results of observations each time the activity of the GI model syntax, analyze students' responses to teaching materials and learning tools. To observe the practicality of teaching materials. Analyzing practical observations of group type cooperative learning for the implementation of aspects of the learning implementation plan using observation sheets.

RESULTS AND DISCUSSION

The results of the research at each stage of the development of the cooperative learning model group investigation model are: Analysis Phase at this stage conducts initial research to get data on (a) learning English in PGSD, (b) reviewing the learning tools used. Based on observations in the English learning process, we found the phenomena that the students' interest and enthusiasm in learning English is less, the students did not actively in the learning process, lack of confidence to speak English, there are some errors in pronunciation, intonation, writing sentences, translation, the students has many mistakes in the listening and speaking aspect, the student cannot reading some passage correctly, and the student have more mistake in the pronunciation when given oral tests. Beside that the English text books is not suitable English materials specifically designed for PGSD students needed, the material English text book is very difficult and uninteresting design.

2. The Design Stage

At the design stage that is designing instructional materials and learning tools and research instruments such as (a) preparation of Tests for implementing Learning to measure effectiveness,

preparation of tests based on the content of English teaching materials that have developed (b) the design of teaching materials, learning tools (c) and research instruments.

3. Development phase

The Development Phase is this stage aimed at producing appropriate and effective learning tools that tested on PGSD students. (a) the preparation of Tests for implementing Learning to measure effectiveness, preparing tests based on the content of English teaching materials that have developed containing 10 multiple-choice questions and 10 essay questions (b) the design of teaching materials, learning tools such as syllabi, lesson plans, materials, media, worksheets and assessments, (c) and research instruments. Such as observation sheets, questionnaires.

4. Implementation Phase

At this stage a broader trial was carried out on 25 PGSD students to find the effectiveness of the learning device model, revised based on the results of the validation and tested,

In implementing learning to use a model that is a cooperative learning model type GI (group Investigation) which designed with three stages of activities namely beginning of activities, main activities and closing activities.

The steps of Group Investigation learning in classroom learning activities are as follows; (1) divide the class into several heterogeneous groups, (2) explain the purpose of learning and group assignments, (3) call the group leader and each group gets one material assignment or assignments different from other groups. (4) Each group discusses the material Tourism is cooperative and discovery in nature. (5) After completion of the discussion, the group spokesperson presents the results of the group discussion. (6) The instructor/lecturer explains well as giving a conclusion. (7) Evaluation and (8) Closing.

a. Description of Expert Assessment of Learning Devices

Assessment of experts to study all learning tools and instruments used, it uses the results of the validation of experts as a basis for revising and refining learning tools and instruments. Then they tested on PGSD students. In the validation by the expert team on learning tools about lesson

plans, teaching materials, worksheets, test evaluation, observation sheets and questionnaires, it shows that the categories are very valid.

b. Description of Results fields trials of English Learning Materials .

Implementation of English Material in limited trial conducted with 15 student respondents and in a limited trial of the English learning there was no correction and input from respondents, and then further testing carried out more broadly in a class with respondents 25 students, to know the effectiveness.

The results of this wider trial analyzed based on input from the respondent, it conducted the trial 4 times.

1) Practical analysis, to measure the practicality of English learning tools, using teacher observation sheets and student observation sheets, in this case, every activity in the observation sheet based on the syntax of Group Investigation type cooperative learning models. Each step of the activity includes a statement yes and no by giving a checkmark (v) in the column. To get practicality data of learning devices. The data got at each meeting.

Table.1. Observation Results in Student activities in learning.

	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
Percentage%	43,73%	66, 41%	82, 32 %	92,34%
Categorized	Low	medium	high	Very high

Based on the data in Table 1, the activities that show that at 1st meeting is the low category, at the 2nd meeting in the medium category, the 3rd meeting in the high category and at the 4th meeting in the very high category, it can be concluded that active learning and learning and practical learning tools. Next, is the data got from the activities of instructors or lecturers in the learning process in the application of learning tools that have developed which include, lesson plans, teaching materials, media, worksheets, instruments of assessment.

Table 2. Observation Results from Instructor activity in learning.

	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
Percentage%	57,89%	66, 66%	87, 72 %	91,23%
Categorized	sufficient	medium	Very high	Very high

Based on the data in table 4.2, the activity that shows that at 1st meeting in the category is sufficient, at the 2nd meeting in the medium category, the 3rd meeting in the category is very high and in the 4th meeting in the category is very high. This shows the effectiveness and practicality of learning tools.

2. Analysis of the effectiveness.

It achieves the effective tools when achieving mastery in learning to accord to criteria that are high and responses to the learning activities are all in the high category.

a. Description of test scores for learning English

It performs the test results on learning pretest and posttest by applying the cooperative type group investigation model got by data at the pretest and posttest. In the pretest, the average score was 28.83 and after treatment given by applying the GI learning model, the data got at posttest with an average value of 71.36, in this case, there was an increase English learning outcome.

Table 3 Classification of G normalized Gain Learning Outcomes.

Normalized Gain	Classification	Frequency	Percentage
$g < 0,3$	Low	-	0
$0,3 \leq g < 0,7$	Moderate	23	92 %
$g \geq 0,7$	Hight	2	8 %
Total		25	100%

Based on table 3 shows that 23 in the moderate classification and 2 in the high category and we can conclude it that the increase in learning outcomes in the moderate category. That based on the criteria for success in learning English, the distribution of frequency at pretest and it base posttest on the achievement of values. With an interval of grades 1-65, 20 people got these values

at the time of the pretest and 5 people got a value of 66-100 at the time of the pretest, while at the time of the post-test the scores were very high for all students.

Table 4. frequency of Pretest and Posttest

Interval score	Pretest	Posttest	Pretest %	Posttest %	categorized
0-65	23	0	100%	0	low
66-100	3	25	12%	100%	Very high

b. Description of observations of learning activities.

In observing learning, observing student activities fills in the observation sheet with a checkmark (v) while observing student activities during the learning process, it does this to measure the effectiveness of the developed English learning device. In this activity, the data got as follows in table 5.

Table 4.5 Results of Observers Activities 4 meetings during English learning

Categorized			First meeting		Categorized
Good	Moderate	Low	Indicator	%	
6	20	7	33	57,89	Moderate
Meeting 2nd					
12	22	4	38	66,66%	High
Meeting 3 rd					
36	14	0	50	87,72	Very high
Meeting 4th					
42	10	0	52	91,23	Very high

That based on the results of data analysis in table 4.5. Activities and activities of students showed an increase in each meeting from 1st meeting in the medium category, the second meeting in the high category and meeting in the 3rd and 4th in the very high category.

c. Description of response results of a questionnaire

In the questionnaire, use the sentence questions to get answers with agree and disagree statements.

Table 6 Description of response results of a questionnaire

No		Agree %.	Disagree %.	%.
1	Material, worksheets, learning test results, learning atmosphere, how to teach lecturers as needed	96	4	100
2	Conformity to the need for English language materials and learning tools that have been developed	85	15	100
3	Students are interested in attending English lectures when the lecturer applies the cooperative type investment model	97	3	100
4	Students are able to understand the English material that has been learned after the application of group investigation	100		
5	After the implications of group investigation in learning, the ability to answer questions about the English material that has been learned increases.	89	11	100
6	Student interest in textbook designs that have been developed according to their needs	87	13	100
7	Students have increased achievement in learning English	90	10	100
8	Students' views on the concept of the content of English teaching materials are appropriate for their needs	92	8	100
9	Students' views on the difficulty of the material in teaching In language English from developed teaching materials	7	93	100
10	Students are interested in using English teaching material that developed after applied group investigation	97	3	100

Based on table 6 it can be concluded that students who gave positive or agreed responses were 81.3% while students who gave statements disagreed from 17.7%. This shows that the English material and learning tools that have been developed are very effective.

5. Evaluation Phase.

This stage has shown the effectiveness of English language materials and learning tools that is shown by the data that the increase in learning outcomes can be significantly improved can be known through the learning outcomes for 4 meetings that increased at the first meeting in the low category, the second meeting in the sufficient category, at the third meeting in the very high category, and the 4th meeting in the very high category. Likewise, mastery of learning increases gradually from each meeting, and there is a positive response from students in both categories in learning activities through the application of cooperative learning (GI) type learning groups.

Based on the results of validation from experts, it can be concluded that the English material that has been developed and the English learning tools are in accordance with the validity criteria.

Theoretically, the results of the expert team's assessment that the English language material and English learning tools that had been developed concluded that it could be used appropriately as a learning resource in learning. Empirically during the learning process students show positive responses and experience a gradual increase at each meeting, based on the conclusion of the experts that the learning tools that have been developed meet the practicality criteria.

Learning tools that have been developed have reached and fulfilled the appropriate effectiveness criteria, there is a completeness of learning outcomes increasing each meeting, student activities also increase each meeting, and students' responses to English material are good learning tools, it concluded that learning tools that have developed are effective.

Based on the data obtained in this study that the application of English material that has been developed in learning can improve the learning achievement of PGSD students in learning English, especially an increase in aspects of reading, correct and correct pronunciation of English vocabulary, intonation of vocabulary pronunciation, mastery of words, increased mastery of verbs, nouns, adjectives, and translating sentences, and able to develop paragraphs. Then students experience good progress in speaking, reading and writing skills. However, listening skills are still an obstacle, because students do not optimally use the language laboratory, which is caused by the limited communication equipment in the language laboratory.

CONCLUSION

The results of discussions on research and testing of learning devices it was concluded that the development of English learning device models for PGSD using ADDIE development models consists of 5 stages, namely analysis, design, development, implementation, and evaluation, the results of the development of device validity based on the validation results of experts concluded that learning tools and teaching materials in English were in accordance with the criteria of validity.

Practicality is theoretically the result of an assessment of a team of experts on English learning tools that have developed, concluded that it can be used as a source of learning in learning, empirically when the student learning process and implementation and learning outcomes show positive responses and increase gradually at each meeting, which is based on the conclusion of validity that the learning tools that have been developed meet the practicality criteria.

Learning tools that have been developed have met the effectiveness criteria, namely overall learning outcomes increase every meeting, student activities also increase every meeting, and student responses to learning tools are very good, it is concluded that the learning tools that have been developed can be applied effectively.

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