

Research article

Development of an English Classroom Instruction Module to Support Students' Bilingual Learning

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Abstract.

There are no teaching materials available to help students learn bilingually in elementary school teacher training (PGSD) in Indonesia. The goal of this study was to create an English classroom instruction module to help students improve their ability to learn in a bilingual environment. This module provided students with opportunities to practice teaching using English as a bilingual classroom instruction language, allowing them to develop creativity in their teaching techniques and incorporate English into their students' daily interactions. This study also examined the module's suitability for teaching bilingual learning. The investigation was carried out using the research and development method, following the Borg and Gall stages, which included 1) research and data collection, 2) planning, 3) initial product development, 4) initial field testing, 5) major product revisions, 6) main field testing, and 7) operational product revision. Observations, questionnaires and tests were used to gather information. Descriptive statistics and the paired sample t-test were used to analyze the data. According to the findings (media expert validation average score of 4.14, indicating good criteria, and material expert validation average score of 4, indicating good criteria) the English classroom instruction module is feasible to use in bilingual learning. The module also works to improve students' abilities, as evidenced by an average pre-test score of 77.32 increasing to 87.04 in the post-test, which was found through the paired sample t-test to be a significant increase in scores. It was concluded that the English classroom instruction module can improve students' abilities in bilingual learning.

Keywords: bilingual learning, module, English classroom instruction, students

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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 a bilingual in learning is a must in the changing times and dynamism of education. Therefore, PGSD study program organizes to produce undergraduate elementary school teachers education who have high abilities and attitudes to deliver lessons by using English as learning instructions in classes and develop potential graduates optimally.

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The efforts to achieve the goals are holding English courses in semester 1, Bilingual learning course in semester 7, and a 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 courses 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 in other skills.

The facts show that students are not interested in honing their practical teaching skill especially using English as a medium of instruction. Revealed from 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 from 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[1].

To achieve quality education outputs, appropriate and complex learning designs are needed[2]. A good learning design is a deliberate effort to facilitate learning process in order to achieve the learning objectives that have been determined[3]. For this

reason,[4] add an educator is required to be able to design learning that will be used in the learning process.

In higher education, the learning design will appear in the readiness of the learning devices prepared by the lecturer. For this reason, lecturers need to prepare learning tools before learning activities begin, one of which is teaching materials or modules [5]. The module is one of the learning materials where the readers can learn independently[6].

The module is one of the most appropriate steps to be able to improve the quality of learning in students, so that the development of teaching materials in the form of modules becomes an urgent need. The use of modules in learning is expected to condition a learning activity to be more well-designed, independent, complete and with increasingly quality outputs[7] summarize that the application of a good learning design will affect the improvement of students' abilities.

However, there are still difficulties and obstacles that occur during the implementation of learning. Lecturers still do not use modules in learning, especially in bilingual learning because it takes time to prepare for its manufacture. Based on

the needs analysis conducted on lecturers, it is known that 25% of lecturers take advantage of power point in teaching, 50% of lecturer implement lecturing, 25% of lecturers use PDF compilation in teaching, and 75% of lecturers have no media in teaching. It is summarized in **Figure 1** as seen below.

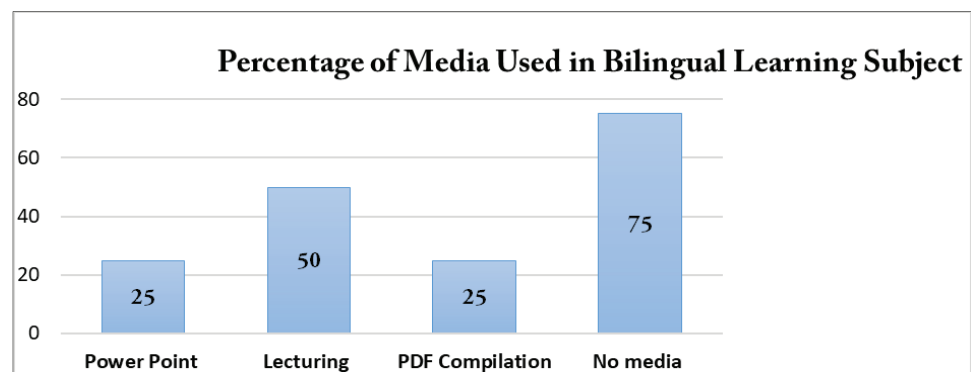


Figure 1: Media Used in Bilingual Course.

Furthermore, an analysis was also carried out on students, it was found that 40% of the sources, topics and media for bilingual courses were in the form of papers, 30% of students were just waiting for an explanation from the lecturer, 15% of students enjoyed films and 15% used YouTube. It is summarized as the following Figure 2 below.

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

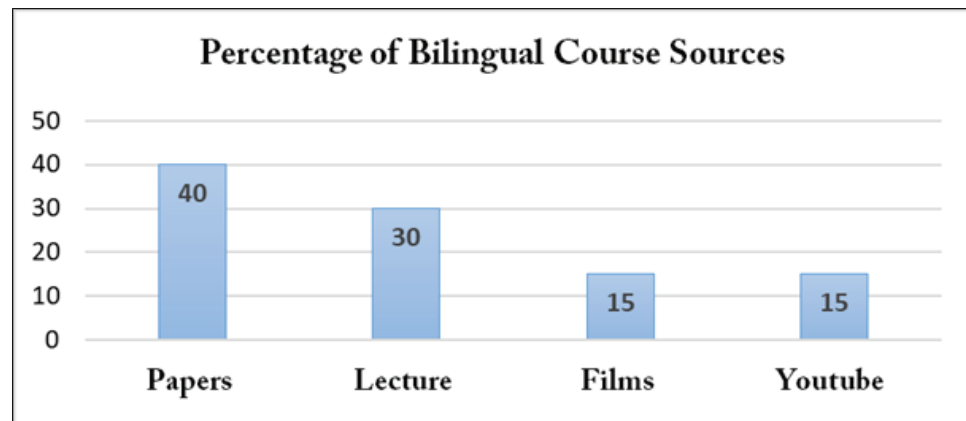


Figure 2: Bilingual Learning Course Sources.

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 and measuring the effectiveness of the module in teaching bilingual learning.

Literature Study

Teaching English at elementary school is related with dynamic education. Communication means the ultimate goal in teaching-learning process. As mentioned by the National Education Board, 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[8].

Language learning supports communication to achieve the goal of learning.[9] explains that 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. It is mentioned that learning involves

various practices that communication is also focusing on. Communication practice by using English as classroom instruction may facilitates students to respond and 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[10]; (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.

They explained further, it needs to pay attention to follow some considerations of teaching language to children. 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, routine 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[11]. 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 that 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[12].

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; namely, 1) scholastic achievement, 2) linguistic equity, 3) multilingual proficiency, and 4) promotion of multicultural awareness as mentioned by[13]. Further explained that 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[14].

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 form others including teachers or peers[14]. In addition, through modules, students can study material individually or help of peers[15]. A module can be called a program package that contains structured activities to support students to achieve learning goals[15]. 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[16].

Students worksheets are modules that are structured so that students have independent learning activities.[17] states 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.

2. Material and Method Research

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[18]. 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 analysed by averages and Paired Sample T-Test. The following Figure 3 is the procedure of the

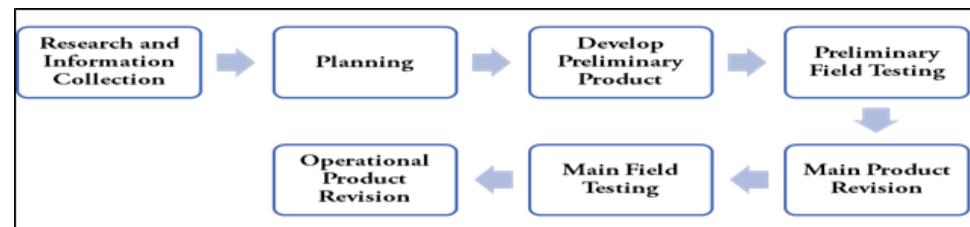


Figure 3: Research and Design Procedure.

research.

3. Data Analysis

3.1. Result of Product Development

The research resulted in two products: module of English classroom instruction that support the bilingual learning course. The product is designed through the steps of R&D research design proposed by Borg and Gall. The following is the description of the module.

Module of English instruction consisted of seven main chapters. Those are explained as the following:

1) 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.

2) 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.

3) 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.

4) Material III

Material III is English classroom instruction or 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.

5) Other Classroom Instructions

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.

6) 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.

7) 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.

3.2. 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.

3.3. 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.

3.4. 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.

3.5. Students' Ability, Normality and Paired Simple T-Test

3.5.1. 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 pre-test and post-test mean score increased both in class A1 and A2. Class A1 obtains pre-test score of 75.02, and increases in post-test to 86.22. class A2 obtains 79.55 scores of pre-test and increases to 87.83 in post-test. So it can be concluded that English classroom instruction module has an effect on students' ability in bilingual learning.

3.5.2. Result of Normality Test and Paired Simple T-test

The result of normality test on pre-test and post-test can be seen in Table 1 below.

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.

After knowing the pretest and posttest values are normally distributed through the Kolmogorov-Smirnov normality test, the next step is to find out whether the student's

Before		After	
N		71	71
Normal Parameters ^{a,b}	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 ^c	,078 ^c
a. Test distribution is Normal.			
b. Calculated from data.			

Figure 4: Normality of Pre-Test and Post-Test.

ability has increased significantly or not, then data analysis is carried out using the T-Test test with the criteria for the value of Sig (2-tailed) 0.05. The results of the Paired Sample T Test can be seen in the following Table 2.

TABLE 1: Paired Sample T-Test.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before After	-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. 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 [18], 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 by [19] 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 [20] 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 and Suggestion

4.1. Conclusion

1. Module of English classroom instruction is feasible to use in bilingual learning based on the result of the material and media expert judgment. Validation carried out by media expert obtains score of 4.14 namely good criteria. Validation carried out by material expert obtains score of 4, categorized as good criteria.
2. 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.

4.2. Suggestion

1. The English classroom instruction module can be further developed with wider scope of material.
2. The result of this research can be used as reference in bilingual learning.

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