

# THE DEVELOPMENT OF BILINGUAL ENGLISH TEACHING MATERIAL ON THE PART OF BODY FOR THIRD GRADE STUDENTS AT SD DWIJENDRA DENPASAR

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## ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar bahasa Inggris untuk mendukung kegiatan pembelajaran online pada masa pandemi pada siswa kelas III SD Dwijendra Denpasar. Penelitian ini menggunakan desain kualitatif & kuantitatif. Peneliti menggunakan angket dan rubrik penilaian untuk mendapatkan pendapat dan pengalaman siswa dalam mempelajari materi bahasa Inggris bilingual serta validitas dari para ahli untuk pengembangan bahan ajar sebelum siap digunakan untuk siswa. Hasil penelitian menunjukkan bahwa bahan ajar bahasa Inggris terhadap bagian tubuh siap digunakan setelah dilakukan validasi dari para ahli dan berdasarkan angket dapat disimpulkan bahwa bahan ajar ini memiliki kualitas yang sangat baik. Oleh karena itu, bahan ajar ini layak digunakan dalam proses belajar mengajar bahasa Inggris untuk siswa kelas tiga di SD Dwijendra Denpasar

**Kata Kunci:** *Dua Bahasa, bahan ajar bahasa Inggris, Pembelajaran online*

## ABSTRACT

This research aims to Develop English learning material to support online learning activities during the pandemic for third grade students at SD Dwijendra Denpasar. This research applied qualitative & quantitative design. Researcher use questionnaires and scoring rubric to get student opinions and experience in learning the bilingual English material and also validity from expert judges for the development of teaching materials before its ready to use for students. The result showed the English teaching materials on the part of body is ready to use after the validation from the expert judges and based on the questionnaires could conclude that this teaching material had very good quality. Therefore, this teaching material was proper to be used in English teaching learning process for third grade students in SD Dwijendra Denpasar.

**Key words:** *Bilingual, English teaching materials, Online learning*

## 1. INTRODUCTION

Language is a communication tool to communicate with the others through language, the listener will find it easier to understand the expressions, ideas, opinions, and feelings conveyed by the speaker. English becomes global language that is used to communicate by all people around the world, it makes learning

English is a must to be taught at school. Learning English as an important value for the students to have. By learning English the students can improve themselves both in academic and their life skills. Once the students could comprehend it, they can be well-accepted by the society.

Particularly in Indonesia, English as a foreign language. It is the most famous foreign language which is taught from Kindergarten school to University. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. In Indonesia, English the use of as a global language must be able to support various aspects of life, especially in education field and all international News and information usually share with English language, it's like the global news of pandemic Covid 19.

All we knows when back on 11 March 2020, the World Health Organization (WHO) declared of a new type of Coronavirus, SARS-CoV-2, that causes Covid-19 respiratory disease, a global pandemic. Corona Virus is a virus which is found in Wuhan Chinese in December 2019. Covid-19 attacks respiratory system of humans, meanwhile all we knows the Covid-19 pandemic is a heartbreaking problem for all inhabitants of the earth. All aspects of human life on earth are disturbed, without exception of education. Many countries have decided to close schools and universities, including Indonesia.

All students in the world especially in Indonesia have to study at home because of Covid-19 and more than 60 million students across Indonesia have been forced to study from home during the Covid-19 pandemic (Cahya, 2020). Therefore, online learning seems to be the safest and most convenient way for students to continue their education during the pandemic, it also presents new obstacles, particularly with the technology and inadequate online teaching methods.

Another impact of Covid-19 pandemic which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not familiar with doing school at home. This process runs on a scale that has never been measured and tested because it has never happened before. It was not overlooked that the children of students in remote villages become completely confused. Moreover, Yuniari and Juliari (2020) stated that study at home is a massive shock to students' social life and learning. The students are

forced to adapt online learning by using some video conference application and online class application.

Technology infrastructure was very limited at home for families in Indonesia is a big surprise especially for the productivity of parents who are usually busy with work outside home. Furthermore, the implementation of online learning policy will be challenging for parents and educators. The role of parents is needed, especially for those children who's still at elementary school. In this situation, parents becomes teacher's partner in teaching the students at home. Parents should participate in explaining the learning materials to their children until they understand the materials given by the teacher through online. Besides that, parents have to take the time in accompanying their children during online learning and ensure the assignments has been sent to the teacher (Juliari et al., 2021).

Likewise with the psychological problems of the students who are accustomed to learning face to face with their teachers and friends. At the same time all the teacher has been created online teaching method that could allow students to the access classes from their home. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online learning can be recorded, archived, and shared for future reference. This allows students to access the learning material on their own time. It becomes the advantage of online learning however disadvantages of online learning is about the fact of that many parents have difficult to operate or access the internet especially for online learning (humaniora, 2020).

Due to the limited ownership of computers or laptop and other internet access, it makes parents feel overwhelmed, also a lot of assignments without a detailed explanation from the teacher. This makes students and parents feel confused. Based on these problems there is a solution that can help parents to easier teach English for their children by using bilingual book. Bilingual textbooks are the most dominant and even the most central

learning resources because textbooks are the only reference books read by students, even most teachers (Yuniari & Juliari, 2019). It is hoped that for all parents could understand and able to explain the material and assignments that is containing in that book to their children at home.

Based on explanation above thus teacher must to take action to create something can helping this online learning. A guidebook for all parents is one of solution to guiding students at home in order to follow up distance learning, especially in SD Dwijendra Denpasar, with bilingual book. Therefore, the researcher formulated a research study entitled “The development of Bilingual English teaching materials on the part of body of body topic for third grade students at SD Dwijendra Denpasar”

## **2. METHOD**

This research used simple random sampling technique. Simple random sampling technique is a simple technique because it took sample members from the population this was done randomly without looking at and paying attention to the similarities or stars that exist in the population. The subject of this study were 10 subjects of third grade students that selected by lottery system.

In this study researcher used research and development method. According to Sugiyono (2017) research and development method was a method used to produce a certain product, and test the effectiveness of the product. Furthermore, basically research and development had two main objectives, they were: (1) to develop a product and (2) to test the effectiveness of the product. This study focused on the Development of the Bilingual English teaching materials on part of body for 3<sup>rd</sup> students of elementary school at SD Dwijendra Denpasar. There were several models in developing the teaching material. In this study there were three stages, namely: (1) Plan, (2) Development, and (3) Evaluation. After conducted the plan stage, the next step was development stage. This stage was

developing the product process. The product that developed in this study was the development the Bilingual English teaching materials for 3<sup>rd</sup> students at SD Dwijendra Denpasar. In this stage the researcher started from making basic competence, learning objectives, concept map, activities, exercise, and evaluation.

The evaluation stage consisted of formative and summative evaluation. The aimed of formative evaluation was to improve and increase the quality of the product. In this research, formative evaluation was expert validation. There were two experts in this validation; they were English teacher and English lecturers. The result of the validation is used to revise the product. Meanwhile, summative evaluation means try-out of the product. The try-out of the product in this study was divided into two kinds, those were small group and field trial (whole class) try-out. However, in this research the researcher only conduct the small group try-out. This was because of the pandemic covid-19, the researcher could not gather the students directly in the class. The researcher conducted the small group try-out online by sharing the file of material and evaluation by what's up application. At the end of teaching learning process the students answer the questionnaire to see the quality or attractiveness of the product.

## **3. FINDING AND DISCUSSION**

This part describes about data analysis from data presentation above. Then, the conclusion of this data analysis was useful to revise the product and to know the quality or attractiveness of the product. In order to know the validity of this material the writer conducted validation to some experts. The criteria of material validation for the expert divided into two criteria, those were educational criteria for teaching material expert and layout criteria for teaching material exert. The result of this validation was to revise the material before this material is tried-out to the class. By using the questioner that developed before the expert of teaching material validated the

material that related to educational criteria. In this questionnaire the expert of teaching material should respond 21 questions. The experts of teaching material were two English lecturers from Dwijendra University. The data of the experts of teaching material validation could be seen in following table.

**Table 1. Expert of Teaching Material I Validation Result**

No.	Item	Scale	Category
1	1	4	H
2	2	4	H
3	3	5	H
4	4	4	H
5	5	4	H
6	6	4	H
7	7	4	H
8	8	4	H
9	9	4	H
10	10	5	H
11	11	4	H
12	12	3	H
13	13	4	H
14	14	5	H
15	15	5	H
16	16	5	H
17	17	4	H
18	18	4	H
19	19	4	H
20	20	5	H
21	21	5	H
<i>Score</i>		90	
<i>Maximal Score</i>		105	
<i>P (%)</i>		85.71 %	

**Table 2. Expert of Teaching Material II Validation Result**

No.	Item	Scale	Category
1	1	4	H
2	2	4	H
3	3	5	H
4	4	4	H

5	5	4	H
6	6	4	H
7	7	4	H
8	8	5	H
9	9	4	H
10	10	5	H
11	11	4	H
12	12	4	H
13	13	4	H
14	14	5	H
15	15	5	H
16	16	5	H
17	17	4	H
18	18	4	H
19	19	4	H
20	20	5	H
21	21	5	H
<i>Score</i>		95	
<i>Maximal Score</i>		105	
<i>P (%)</i>		90.47 %	

Meanwhile, to know the validity of this material that related to layout criteria the researcher conducted validation to expert of teaching material also by using questionnaire that developed by the writer before. In this questionnaire the expert of teaching material should respond 21 questions that related to layout criteria of this product. From the data showed that the percentage of teaching materials I Validation was 83.80 %, meanwhile the result of teaching materials II validation was 92.38 %.

In relation to this, to know the attractiveness of this material the researcher conducted try out that related to technical quality criteria. The try - out of the product divided into two try - outs, those are small group try - out and field trial (whole class). Both small group and field trial try-outs were use questionnaire to collect the data. In this questionnaire the students should respond 10 questions according to technical quality criteria. In small group try-out there were 10 respondents that gave evaluation related to

quality this product. The data of small group evaluation result could be seen in the following table.

**Table 3. Field Trial Try – Out Result**

No.	Item	Scale					Respondent	Total Score	Mean	Category
		5	4	3	2	1				
1	1	6	4	0	0	0	10	46	4,6	H
2	2	5	5	0	0	0	10	45	4,5	H
3	3	2	8	0	0	0	10	42	4,2	H
4	4	6	4	0	0	0	10	44	4,4	H
5	5	7	3	0	0	0	10	47	4,7	H
6	6	7	3	3	0	0	10	47	4,7	H
7	7	5	5	0	0	0	10	45	4,5	H
8	8	6	4	3	0	0	10	46	4,6	H
9	9	9	1	0	0	0	10	50	5	H
10	10	2	8	0	0	0	10	42	4,2	H
n	454									
N	500									
P (%)	90.8 %									

From the presentation data of teaching material expert validation result above, we know the percentage result of educational criteria from expert of teaching material I was 85.71%. Meanwhile, from the validation result of teaching material expert II was 96.92%. According to average of percentage result of teaching material expert above the category of qualitative was very good based on education criteria. By looking at the data above, the writer could conclude that this teaching material was valid according to educational criteria and ready to implement in the class to

be evaluated by students. After that, the presentation data of teaching material expert validation result above, we know the percentage result of layout criteria from expert of teaching material I was 83.80% meanwhile, from the validation result of teaching material expert II was 92.38 % with high category score. It means that the average of the layout criteria was very good.

In addition, the evaluation result from small group try-out that related to technical quality criteria was 90.8 %. According to the range percentage, we can conclude that this teaching material had very good quality. Therefore, this teaching material is proper and ready to implement in field trial evaluation without any revision.

#### 4. CONCLUSION

After conducting research and analyzing the research about the development of Bilingual Teaching Materials on the part of body for third grade student at SD Dwijendra Denpasar. Based on validation of the materials product. the expert was conclude this material is ready to use in English teaching learning process for third grade students in SD Dwijendra Denpasar. This materials also very efficient because the materials was a good way or alternative way to do learning activity from home, especially during this pandemic era.

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