

Developing A Hundred Songs and Games Book to Increase ELT Students' Teaching Competence

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Abstract

This study aims at developing "A Hundred Songs and Games Book" for the ELT students at IAIN Jember. Considering students teaching competence is believed to be a powerful way to make students a professional teacher in the future. One of the teacher competences that students need to have is the ability of using creative and innovative learning material especially for the teaching of young learners. This book is expected to be a solution to references deficiency of English songs and games for the teaching of young learners. That is why this research is aimed to develop a book which is based on the needs of sources to make an effective and enjoyable learning process. This research is following the procedures of Design and Development (D&D) model. The data obtained from the experts judgment evaluation result, which is available of the expert judgment checklist. All data are both analyzed qualitatively and quantitatively using mean score and Alpha Cronbach formula. The study is categorized successful since the developed material met the criteria of a suitable learning material and was supported by good statistical result.

Keywords: Songs; games; developing material.

One of the factors that influence a person's success in learning a foreign language is the learning method or strategy used by the teacher. Therefore, to achieve the above objectives, the right methods, strategies or learning techniques need to be pursued. In order to make students actively participate in language learning, one of them is by ensuring that the language learning environment is free from anxiety. Many specific techniques can be applied. One of the best ways is to make the students feel interested and happy to engage in class activities. Among the fun activities that can be done in class, songs and games

are the most effective to be used for children in language learning.

Shtakser (2012) states several reasons why music and songs are used in foreign language learning. Music and songs can create a good atmosphere of learning in the classroom, so that vocabulary learning through songs gives pleasure and eliminates boredom. Brewster, et al. (2007) emphasize that songs are an ideal strategy for learning languages, since through songs there are repetitions of vocabulary and structure of language and rhythms that can increase students' interest in learning.

The use of songs as a learning technique has been proven both theoretically and empirically as one of the effective techniques in improving the English language competence of elementary school students. Research related to the use of songs performed by Ratminingsih and Budasi (2012) note that songs are one of the effective techniques for improving listening skills and English language competence. Singing while learning is one of the learning techniques that can help children to maintain and improve their concentration. Learning techniques through song not only can present elements of play, but also more important aspects of language (vocabulary, grammar, pronunciation, intonation, spelling) and language skills (listening, speaking, reading and writing) can be introduced in an integrated manner.

Ward (2003) states that songs are a great way to expose authentic language. In addition, songs can bring pleasure, and therefore the teacher can liven up the classroom atmosphere by stimulating students' interest. In learning activities, songs can be used to provide interesting repetitions of the structure of the language which tends to be boring, train the provision of correct rhythm and pressure, teach new vocabulary, and be used to teach in groups or in individual training. Brewster, et al. (2007) add that many children like songs, rhymes, poems, and chants with natural repetitions and rhythms as ideal tools for language learning.

Just like songs, game also gives a beautiful and pleasant impression on the atmosphere in the language class. There are number of reasons why games are very important to be applied in language classes. First of all, the use of game is fun. By using game, teachers can make engage students in active learning. Second, game also plays a major role in helping students build relationships among them. Playing games in class can help create a friendly and positive atmosphere where seating arrangements can differ from one game to another, so that it can be very helpful in maintaining an attractive learning

environment. Students are able to work in teams, practice becoming members or leaders and arrange strategies. Third, by using games in the classroom students will have more experience and become open-minded persons. Through games, teachers give their students a greater role and allow them to be more responsible. It can as well increase students' self-confidence.

ELT students of IAIN Jember as future teachers in foreign languages learning should be able to manage teaching and learning that can help their students to communicate with people using the target language. Meanwhile, the challenges in teaching foreign languages are of course very diverse, ranging from boring, tiring, and monotonous learning, and material that is considered difficult. This idea, then brings a responsibility for the ELT students of IAIN Jember to know and able to apply fun learning as one of the teaching competences that must be possessed.

Mastering various ways to improve students' speaking abilities, listening comprehension, vocabulary and grammar skills are the responsibility of a language teacher. This is where the importance of having knowledge and ability to use songs and games is one of the best ways to make fun learning. With the mastery of songs and games, it is expected that the ELT students of IAIN Jember can motivate students by making them enjoy the process of learning English in order to achieve several goals, including 1) helping students become familiar with spoken English and pronunciation through songs, 2) developing children's memory and concentration through rhythm and musicality, 3) developing coordination and physical development of children by performing shows and response of the movement, 4) developing socialization skills through participating in a group and expressing their feelings, 5) and enlarge cognitive learning to use language quickly and naturally.

All of these goals are interrelated in the sense that becoming an educator with mastery

of songs and games for language teaching is to make children happy to learn English and make the quality of education better. For this reason, it is so important that when teaching English as a foreign language teachers must be creative enough to attract interest and increase the motivation of students. To achieve this goal, students of the English Tadris Department need to be prepared to have one of these teaching competences. However, in reality, students are confronted with the lack of English songs and games references that they can use in class. Moreover, not only the limited number of English songs and games can be used for teaching, but also the applicable adjusted curriculum English songs and games are not easily found.

Based on the abovementioned, this research was carried out with the aim of designing and developing a Hundred Songs and Games for Teaching English with emphasis on three aspects, namely the design, development, and quality of a Hundred Songs and Games for Teaching English.

Method

This research can be categorized as Design and Development of a product using a 6-phase model proposed by Preffers in Ellis and Levy (2010), namely: a) identifying problems that motivate research; b) describe the purpose; c) design and develop artifacts; d) subject of artifacts for testing; E) evaluate the test results; and f) communicate the results. The steps in analyzing the data are as follows; first, reading all the poems and taking twelve poems as samples. Second, identifying the metaphors used in the poems based on Lokoff and Johnson theory for the data investigation. Third, describing the meaning of each data which were found in Raja Ali Hajis's and Robert Herrick's poems. The next step is categorizing all possible metaphors and character building used in those poems as a whole described result and analyzing them in specific metaphor whether in structural,

orientational and ontological metaphor and also the specific types of eighteen character building values based on Indonesia National and Cultural Education. Furthermore, the result of the study are discussed and concluded. One process involved in collaboration effort to strengthen the quality of the study is a triangulation. In this case, the researcher used investigator triangulation to get the validity.

Design and Development as mentioned above refers to the research design framework as in Figure 1.

Problem identification is carried out at the beginning of the study. The problem is the limited reference to English songs and games. The purpose of the study is carried out after identifying the problem itself. The objectives of this study are: 1) to find out the design of a Hundred Songs and Games for Teaching English book, 2) to identify the development

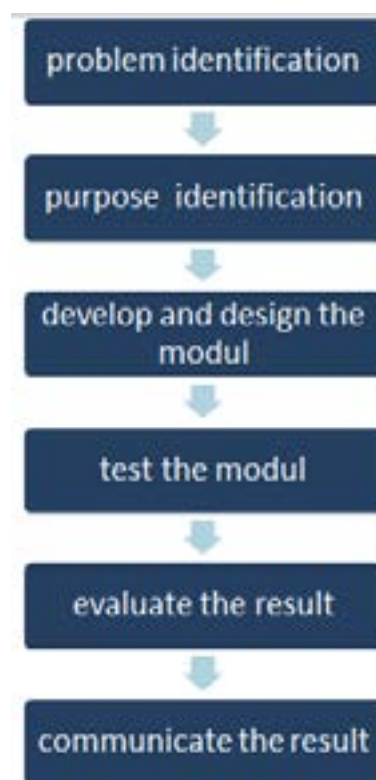


Figure 1. Research Model Design and Development by Preffers

of a Hundred Songs and Games for Teaching English book, and 3) to identify the quality of a Hundred Songs and Games for Teaching English book.

The next step is designing and developing the material of a Hundred Songs and Games for Teaching English which also involved testing and validating. The step is followed by evaluation, and the final step is to communicate the test results.

A number of instruments are used to assist researchers in collecting data for this study. Some instruments used by researchers in collecting data include conceptual model/syllabus, checklist, expert validation sheet. First, the conceptual model is a collection of themes for general English teaching. Second, checklist was used to evaluate research results, which consists of several items or criteria as evaluation of learning material developed by the researcher. Finally, expert validation sheet which contained expert judgment (opinions based on information, knowledge and experience according to experts in accordance with technical issues) from two experts who are concerned about the development of education and also have high competence about the teaching and learning process, especially English teaching. The expert judgments place a very strong evaluator to validate research data.

The data collection method consists of three main steps (See Figure 2), namely 1) design and development of artifacts, 2) test artifacts, and 3) and evaluation of test results.

Design and Development of artifacts

The syllabuses of TEFL, Material development, ELT Media, TEYL, and Micro Teaching are used as a basis for designing and developing material of children's songs and games in teaching English for young learners. The material was designed and developed by considering several factors, such as: learning material in the syllabus, learning material for songs and games for teaching English children

accordingly, and the criteria for good teaching materials.

Test Artifacts

After being designed and developed, the learning material were examined by experts' before its application in the classroom. The test is carried out by giving a checklist sheet and validity form for experts' assessments.

Evaluation of Test Results

Evaluation is done as a final step to reflect the test results in order to make the right decisions about the product. The final revision is important here to ensure there are no errors in the product so that it can be used for subsequent research.

Data were analyzed descriptively, and the results were used for expert validation sheet data which includes three components, namely content, display, and language. Tabulation and data reduction is used to classify data from the results of expert tests to find out obtaining data analysis as a research report.

Scores from experts evaluating the quality of teaching books were analyzed by calculating the average of each expert test result for each component, namely content, appearance, and language. The formula used to calculate the average of each expert will use the following formula:

$$\text{Experts score } (\bar{x}_{\text{expert}}) = \frac{\text{total score } (\sum x)}{\text{total experts } (\sum n)}$$

Since this study uses two experts opinions for each aspect (content, appearance, language) then the average of each aspect will be calculated using the following formula:

$$\text{the average of each aspect } (\bar{x}_{\text{aspect}}) = \frac{\bar{x}_{\text{expert1}} + \bar{x}_{\text{expert2}}}{2}$$

To get the final score for the quality of teaching materials as a whole, the average of all aspects of content, appearance and language is calculated to get a single average using the following formula:

$$\text{product score}(\bar{x}_{LM}) = \frac{\bar{x}_{\text{content}} + \bar{x}_{\text{appearance}} + \bar{x}_{\text{language}}}{3}$$

Final scores will be classified into a Likert scale consisting of several categories, such as very poor, poor, moderate, good, and very good. Starting from 0, each category has the interval of 0.9 (e.g. 0-1.0).

After getting the results of the expert test results for product quality, the products were also analyzed for reliability using the Alpha Cronbach formula through SPSS software. A research instrument is reliable if the level of reliability is $(r_{11}) > .60$. Alpha formula used is:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{V_r^2} \right]$$

r_{11} = reliability

k = number of criteria

$\sum \sigma_i^2$ = sample variant

V_r^2 = total test score variant

The success of this study was determined by several criteria, namely conformity with the syllabus, conformity with the criteria of good teaching material components and also supported by the results of expert assessments whose minimum score must be at 3.1-4.0 intervals (which are categorized as "good" from 0.0-5.0, and if Alpha reliability results above .60. If all the criteria were reached, the teaching material could be categorized as feasible.

Results and Discussion

As stated earlier, there are three objectives of this study. First, to find out the appropriate design of the textbook "a Hundred Songs and Games for Teaching English"; second, to identify the development of textbooks "a Hundred Songs and Games for Teaching English"; and third, identify the quality of the textbook "a Hundred Songs and Games for Teaching English". Based on these

objectives, the research findings are discussed as follows:

The Textbook of a Hundred Songs and Games for Teaching English

This study is used to answer the problems of the ELT students of IAIN Jember who have difficulty in obtaining material to teach English for children. Teaching material formed into a textbook is developed to complement the existing syllabus and present teaching materials for songs and games that can increase children's interest in learning English.

Syllabus and several criteria for good textbooks become guidelines for developing textbooks. The accuracy of teaching books and syllabus can be seen from in-depth exploration of all syllabus components such as standards competence and basic competences, as well as distribution of indicators. The results of in-depth exploration of the curriculum itself are then applied in the development of textbooks that can be seen from the development of topics used in textbooks, activities developed, layout, images and languages to support the learning process.

The developed textbooks are also designed to meet the criteria of good textbooks by Tomlinson (2008) who include criteria for learning material in terms of content and presentation. The criteria for good learning material by Tomlinson are the material that should have an impact, help students feel comfortable, preferably help students to develop self-confidence, be relevant and useful, require and facilitate learners' independent investments, expose students to languages of local wisdom, give students the opportunity to use the target language, consider student's different learning styles, and be presented consistently, well balanced, well-organized, interesting, and balanced using font types and sizes.

The learning material developed is designed to be very attractive to meet the criteria that the material must have. Interesting

presentation of learning material can be seen with interesting colors and images. So that students feel comfortable with the material developed which is designed to incorporate cultural information and provide appropriate activities to avoid confusion of students. To fulfill the criteria as useful and relevant material and give results, material developed designed to provide activities related to students' real life and useful for their future. Facilitating student investment criteria achieved by setting material to give responsibility to the ELT students of IAIN Jember to choose their own topics. Providing various choices of topics gives them the opportunity to learn in different styles. In terms of presentation, the learning material developed was designed according to the margins, layouts, images, and other presentation sections.

Development of a Hundred Songs and Games for Teaching English textbook

As mentioned earlier, there are three major steps in developing textbooks (See Figure 2). All stages are developed in a very good way to get high quality products, in this case a Hundred Songs and Games for Teaching English textbook. The first step of the development was studying the curriculum. The author explored each part of the syllabus to get an in-depth understanding of the standards competences and basic competences stated in the syllabus for further application in the textbook. Curriculum analysis included the study of standard competences and basic competences. Basic competences were then distributed to several indicators and materials. Further identified subjects are mapped and compiled. The next step was to set the goals of the learning process itself. Before developing textbooks, the author identified the purpose of the particular material itself. It helped the author design types of activities to be provided in textbooks to help students achieve the expected competences in the curriculum.

After completing with exploration of curriculum and student competences, the

next step was choosing the material to be presented. This includes the topic, textbook design, layout and also the language to be used in the textbook. Selecting and organizing the types of learning material include the process of collecting articles and drawings used in textbooks, arranging vocabulary variations, and also detailing activities presented in textbooks. Developing learning material was the next step after completing all the preparation. This is the stage when the author made arrangements and matching and organized the contents of the textbook.

The development of this textbook focused on three main components, namely the contents of the textbook, the layout, and also the language used in the textbook. After completing the development of the teaching book, the next step was obtaining validation from the experts. All the steps taken in the development of the teaching book had successfully met the 6 main steps of development learning material stated by the Ministry of National Education (2004), namely 1) learn the curriculum, 2) set student/child competences that need to be achieved, 3) select and set the material to be presented, 4) select and set the type and material of learning, 5) develop learning materials, and 6) evaluation of learning material. This shows that the development of this culture-based textbook is in accordance with the standards of the process of developing learning materials stated by the Ministry of National Education. Even though the teaching book is a product that offers a package of local culture, the development must follow the national standard that has been provided by the government.

Quality of a Hundred Songs and Games for Teaching English textbook

To find out the quality of textbooks, it is very important to test textbooks and get validation for the quality of textbooks. Testing of teaching books is done by asking two experts to validate the textbook and ask for some comments or suggestions for revisions or

evaluations in the next step. Testing includes the main components of teaching books such as content, layout and language. There are several main components in textbooks such as, introduction, coverage and sequence (table of contents containing topics, vocabulary, skills, results and standards included in each unit), units (each units can include new language presentations (vocabulary, content, structure), practice activities, application activities, and evaluations, and index.

Validation testing was done by the experts. There are 3 main components such as content containing 8 items of validation, a layout containing 7 items of validation and a language containing 5 items of validation, totaling 20 items. The scale used in the checklist is 1-5 as described in Table 1. After completing the teaching book, the next step was obtaining validation from the experts.

The first expert scored 15 items with 5, which means very good. However, there are some suggestions for revising too long a topic section. The second expert scored 17 items with 5 as well. The results of expert assessment evaluations are then analyzed by the Likert Scale and the average score of the evaluation results of expert judgment was 4.75, which means the learning material developed is excellent. The results are also analyzed by the Alpha formula to determine the reliability of the products developed. The score for Alpha analysis is 0.998 which means that the product developed is reliable. All statistical results show that the developed textbook is the right learning material. All of the statements above show that the textbook has good quality and the development of this textbook "Compilation of 100 Songs and Games for Teaching English" was successful.

Conclusion

Based on the results of this research and development, it can be concluded that: 1) the design of a Hundred English songs and games textbook is appropriate based on conformity with the curriculum and criteria of

good textbooks. This is also evidenced by the results of evaluations of experts who categorize products into excellent textbooks. 2) The process of developing this textbook has gone through three major steps such as developing learning materials, testing learning materials, and evaluating learning materials. The process of development consists of a series of steps consisting of: a) studying the curriculum, b) setting goals that need to be achieved, c) selecting and organizing the material, d) choosing and determining the type of material, e). developing material, and f) evaluating it. 3) The quality of textbooks is examined by expert judgment validation. The results of the expert assessment validation indicate that the average score of the learning material developed is 4.75. While results of the analysis with the Alpha formula are 0.998. All statistical results show that it is an appropriate learning material. This research and development has been adapted to the development of technology and curriculum, so teachers and other researchers are expected to continue to develop this needs-based textbook material to create more interesting and innovative learning activities so that the quality of needs-based textbooks can then be improved.

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