

# DEVELOPING TASK-BASED ENGLISH MATERIALS MODEL FOR STUDENTS OF PRIMARY TEACHER EDUCATION

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## ABSTRACT

*English can be used as the language of instruction in specific educational units to support students' foreign language skills. However, teachers are still not fit to teach lessons in English because of the poor quality of English. This study aims to develop a model of task-based English materials for students of primary teacher education. The type of this study is Research and Development through the model of task-based. This study involved alumni, English lecturer of PGSD UNIMED, and students of PGSD UNIMED as the research's participants. Questionnaire, interview guidelines, and English test were the instruments used to collect the data. The research findings show that (1) from the analysis result, 100% respondents wanted primary school books based on existing themes in content courses would be used as sources of course materials; 2) the design used task-based approach and was made based on basic competency to measure the student competency achievement; (3) the basic competence for unit one is to represent and communicate observations and ideas in a variety of ways; (4) according to experts judgment, the developed materials are suitable for students of primary teacher education, which can be shown from the percentage of the content and language appropriateness are 100%, presentation appropriateness is 97% and layout appropriateness is 95% which categorized as very good; (5) there are differences in test results before and after the explanation of English teaching materials. It means that the English teaching materials developed is effective in increasing students' interest in learning.*

**Keywords :** *Primary teacher education students; task-based English materials,*

## 1. INTRODUCTION

Foreign languages can be used as the language of instruction in specific educational units to support students' foreign language skills (Indonesia - Law on the National education system No.20 Article 33:3, 2003). There are many schools, including at the primary level, that use English as the language to deliver the lessons. These schools are also called collaborative education units or satuan pendidikan kerjasama/SPK<sup>[1]</sup>. The first language of the teaching and learning activities in most international schools or SPK schools is English. Educator certified are the teachers who are certified in addition to being certified as primary school teacher can move and teach in primary schools as classroom teachers with the following conditions: Certified teachers of English educators (157) who have an academic qualification of Bachelor / Diploma IV (S-1 / D-IV) PGSD or psychology<sup>[2]</sup> (Copy of Permendikbud Number 16, 2019).

With regards to the issue above, currently, Primary schools, including SPK schools have to hire teachers who graduated from Primary Teacher Education or we call it PGSD (Pendidikan Guru Sekolah Dasar). However, most of the alumni of PGSD are still not fit to teach lessons in English because of the poor quality of English. They should be able to speak English fluently in order to be able to teach the students properly.

However, teachers' achievement in writing, speaking, reading, and listening is low<sup>[3]</sup>. Moreover, the English learning outcomes of most PGSD students are still low<sup>[4]</sup> due to their difficulty in expressing ideas using English. In reality, to qualify as SPK teachers, they must use English in their teaching and learning. Furthermore, they must have fluency and competency in the English language to interact successfully with their students<sup>[5]</sup>. In this globalization period, teachers must be aware of all new information coming from other nations, mainly education, teaching, and the subjects they teach<sup>[23]</sup>. They

will also have to deal with students growing up in an era of modern technology, where knowledge from all around the world is easily accessible.

Instructional materials help students attain their learning objectives. Many universities have generated teaching materials without conducting any research. They are generally formed based on the teacher's vision, intuition, and subjective beliefs of the individual, without any objective assessment of the students' condition and needs<sup>[6]</sup>. This can cause low motivation of the students to learn English. Learning materials are really needed by the students, as well as the teachers, instructors or lecturers. That is why developing English materials really needed to be done correctly. The writer, instructor, or student develop teaching materials to give input sources for diverse experiences aimed at improving Language learning results<sup>[3]</sup>

English for specific purposes is a method of teaching English that focuses on the needs of students (ESP). The entire content and methodology of ESP are founded on the motivations of students to learn.<sup>[7]</sup> There will not at any point be excellent teaching materials that can be used anyplace, whenever for a similar degree of students unquestionably. This condition ought not to debilitate the lectures because they can foster their teaching-learning materials for the students to gain the learning goals or meet the students' needs. Thus, developing teaching-learning materials for ESP is more required because of the limitation of ESP materials in public. English for Primary teacher education students is also English for occupational purposes (EOP) and is part of ESP, which is needed when they face the reality of teaching in primary school.

Materials selection, adaptation, or writing is a crucial area in ESP teaching, addressing a pragmatic after effect of compelling course improvement and giving students materials to equip them with the data they will need in their future career. The other huge standard that should be viewed while choosing materials is the degree of language information students have acquired and the objective level they should convey effectively in their positions. Thus, lecturers can play their work as a material designer to design materials as could be anticipated on students' necessities. Therefore, the researcher would like to research English materials for PGSD students.

To develop English materials, the researcher uses the task-based approach. The concept of 'task' has become an important element in syllabus design, classroom teaching and learner assessment. An essential conceptual basis for task-based language teaching is experiential learning. Thus, this approach takes the learner's immediate personal experience as the point of departure for the learning experience, which intellectual growth occurs when learners engage in and reflect on sequences of tasks.<sup>[8]</sup> The task should also have a sense of completeness, standing alone as a communicative act in its right<sup>[9]</sup> The students should be able to apply what they have learned or discussed by completing the tasks. As part of the process of designing English teaching materials, it is necessary to address the needs of students. Furthermore, a creative design is essential in order to capture the interest of the students.<sup>[3]</sup>

Based on the background, focus, and sub-focus above, the problem in this research is: How are the results of developing a task-based English teaching materials model for primary school teacher education students? The formulation of the question is described as follows,

1. What English teaching materials are needed by the students of PGSD UNIMED?
2. How are the design of English teaching materials for the students of PGSD UNIMED?
3. How are the English teaching materials developed based on the students' needs?
4. How are the English teaching materials applied for teaching students of PGSD UNIMED?
5. How effective are the English teaching materials for teaching the students of PGSD UNIMED?

## 2. LITERATURE REVIEW

A model is something that describes a pattern of thought. In most cases, a model encapsulates all relevant notions. The mindset and components that exist in the design of learning systems are usually described in the form of a model which is represented in the form of graphics or flow charts.<sup>[10]</sup>

A designer learning program cannot create program effective learning if he/she only knows one model design. The designer of the learning program must be able to choose the right design and according to the situation or specific learning settings. It is necessary for that good knowledge and understanding of learning system design models and how to implement them.<sup>[10]</sup>

Development entails making changes to existing items or perhaps creating new ones. In this study, development refers to making modifications to materials lessons, such as printed materials, as well as attempting to improve prior printed materials lessons. In the broadest definition, development entails steady growth, evolution, and change. This approach can be applied to a variety of study and practice domains. Teaching models are actually learning models. The model is designed to lead students to define problems, explore various perspectives on the problems, and study together to master information, ideas, and skills as we help them acquire information, ideas, skills, values, ways of thinking, and ways of expressing themselves as we help them acquire information, ideas, skills, values, ways of thinking, and ways of expressing themselves.<sup>[25]</sup>

There are two steps to develop the learning materials, which are: First, a teacher has to learn the students' needs and especially the syllabus, choose the item by one item from the syllabus one by one and then develop the materials. Second, s/he has to develop the learning materials according to the nature of the learning materials and the principles as well as the procedure of developing the learning materials.<sup>[21]</sup>

Researchers in the field of development have employed a number of research methodologies and instruments to suit their objectives. Instructional design models allow for a systematic method to putting the instructional design process into action for a specific educational initiative.<sup>[26][27]</sup>

### 1) Borg and Gall Design Model

Borg and Gall's definition Educational research and development (R&D) is a method for creating and validating products for education. The R&D cycle entails examining research findings relevant to the product to be developed, producing the product based on the findings, field testing it in the location where it will eventually be utilized, and updating it to remedy any flaws detected during the field testing stage. It demonstrates that the product achieves its behaviorally defined objectives.

- a) Research and information collecting include the review of study literature relevant to the discussed literature review, as well as the preparation of problem formulation related to the study;
- b) Planning entails formulating the proficiency and ability related to the study's problem. It determines the goals that will be achieved in each step and whether or not a limited trial run is required.;
- c) Develop the preliminary form of the product, which is to create the initial design of the product that will be produced, including the preparation of supporting components, a manual, and evaluating the effectiveness of the supporting instructional wares;
- d) The purpose of preliminary field testing is to conduct the first try-out (testing product) on a small scale. In this step, data can be collected and analyzed by interviewing, observing, and administering questionnaires;
- e) Main product revision, is to revise towards the initial product that will have been produced based on the result of the first try-out. This revision is deeply possible conducted more than once based on the result that will has been got previously. Furthermore, the essential product is ready to try-out wider;

- f) Main field testing, the principal try-out involves the whole of the subjects.
- g) Operational product revision, is to revise or complete towards the result of the second try-out. Therefore, the developed product has already been operational model design which is ready to validate;
- h) Operational field testing, is a validity step towards the operational model that has been produced;
- i) Final product revision, is to revise the final revision towards developed model to produce the final product;
- j) Dissemination and implementation, is to disseminate and implement the product that has been developed<sup>[11]</sup>

## 2) ADDIE Design Model

The ADDIE model is a generic instructional design model. It provides guidance at a fairly high level for instructional designers, software engineers, etc., as they author and revise learning products. The phases of the ADDIE model are Analyze, Design, Develop, Implement, and Evaluate. These phases are sequential – each depends upon the successful completion of the preceding phase. Moreover, the ADDIE model is an iterative feedback model, which means that the results of the Evaluation phase are returned to the origination point (feed back), closing the loop, facilitating further refinement of the learning product. If the evaluation shows that the module has shortcomings, for example, that the objectives of the module do not align with organizational objectives, those shortcomings are returned to be analyzed again. Further design and development efforts follow, until the module meets organizational needs.<sup>[12]</sup>

## 3) Dick and Carey Design Model

Dick and Carey Model involves all of the phases described previously in the ADDIE model, commencing with identification of instructional goals and finishing with summative evaluation. This model is suitable for a variety of context areas including primary and secondary schools as well as business and government uses. It is also adaptable for a variety of users ranging from novice to expert, as the step by step descriptions aid with progress through the model.<sup>[13]</sup>

## 4) 4-D Model

Model is deeply appropriate to use as (1) a foundation to develop instructional wares such as textbook, lesson plan, syllabus, module, as well as material, (2) the description is more complete and systematic, and (3) in this development. It consists of four core phases such as:

### 1. Defining

The purpose of this phase is to decide the development requirements. In this phase, the researcher analyzed what the learners need in increasing their English ability.

### 2. Designing

The purpose of this phase is to design a product that was developed. In this phase, the researcher designed a product based on the need analysis which has been conducted in defining procedure previously.

### 3. Developing

The purpose of this phase is to develop a product that was designed. In this phase, the product was developed with good validities by the experts', practitioners', and users' validities.

### 4. Disseminating

In this phase, the product that was developed would be disseminated. It could be published through seminars, social media, journals, etc.<sup>[30]</sup>

Based on the explanation of several design models previously, the researcher determines the model which strongly supports the materials development in this research, the ADDIE model.

ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a concept for product development. The ADDIE concept is used to build performance-based learning in this case. This ADDIE application's educational philosophy is that intentional learning should be student-centered, innovative, authentic, and inspiring. This study employs ADDIE to systematize the common procedures involved in instructional design, as illustrated in the figure below.<sup>[12]</sup>

Teaching materials can be: 1) textbooks or modules to help students understand the language, 2) experience materials to help students discover the language used, or 3) a combination of the two. 3) survey materials that encourage language use, or 4) exploratory materials that allow students to discover the use of language in the natural environment. We can change the amount of material or the methodological nature of the material. Techniques can be used alone or in combination with others, so the possibilities range from simple to quite complex. Adding, including expanding and extending, deleting, including subtracting and abridging, modifying, including rewriting and restructuring, simplifying, and reordering will be used.<sup>[14]</sup>

The function of teaching materials is intertwined with that of teachers and students. Every textbook is based on learning assumptions, and the activities it contains imply specific roles for teachers and students, as well as certain attitudes toward learning styles.<sup>[14]</sup> This research will use the theory of Tomlinson<sup>[14]</sup> to show or illustrate a framework for preparing the teaching materials as follows: Firstly, we need to determine the needs and preferences of the students and institution/corporation through questionnaires and/or interviews then decide what sort of language contexts the course will focus on (e.g., lectures/teachers). Afterwards, we need to decide on the categories for presenting the language in the course (e.g., grammar, function, lexis, situation, topic, communicative skill) and what language skills and sub-skills the course will focus on (e.g., listening, speaking, reading, writing), taking into account students' and company's objectives. The next step is to design the syllabus; will it be cumulative, or will each unit/lesson be independent?, the types of activities that will be used in the course (e.g., individual, pair, group, whole class), the page layout of worksheets; prepare templates, and prepare the materials. We will pilot the materials; collect and collate feedback through questionnaires and interviews, then revise the materials. After first revision, we will use the materials and get feedback from students, during and after the course through e.g., questionnaires, interviews, classroom then revise the materials if necessary.

Teaching English in primary schools entails working with students ages 6 to 12, who are considered young learners. Primary school teacher education students or PGSD students who will become future professional teachers, are expected to be fluent in English both verbally and in writing<sup>[15]</sup> PGSD students are equipped with English courses as a provision that will be taught in Primary schools to support students' success as prospective primary school teachers in teaching English. According to<sup>[23]</sup>, the four language skills (listening, speaking, reading, and writing) are the mode or manner in which language is used for communication.

There are three phases of a task-based language framework, which provides 3 basic conditions for language teaching.<sup>[16]</sup> There are pre- task, task-cycle and language focus. Language emphasis provides for a more in-depth examination of some of the unique characteristics that naturally occur in the language used during the task cycle. Students examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed.<sup>[16]</sup>

Yundayani & Ardiasih<sup>[17]</sup> state that material development is an activity to develop an effective learning process, starting from the concept of learning objectives, by identifying needs and producing a series of materials. The method involves multiple iterations of preparing, producing, and evaluating the

generated material until the desired result is obtained. It examines the concepts as a topic of study, encompassing material design, implementation, and evaluation techniques.

The first previous study is from Audi Yundayani and Lidwina Sri Ardiasih<sup>[17]</sup> which is entitled "Task-based Material Design for Academic Purposes: Learners' English Writing Skill Improvement". This study focuses on the students' need for analysis of the EWAP (English Writing for Academic Purposes) materials, including confirming the quality of the task-based material design that enhances the students' skills of the EWAP. Second previous study is from Yovita Dyah Permatasari<sup>[18]</sup> that demonstrates the English materials, which design the TBLT (Task-Based Language Teaching) method in online learning. This research used the qualitative research method in conducting the study. This study focuses on how to provide learning materials, which are in line with online learning.

Based on the same study above, the researcher wants to develop English materials using a task-based approach for PGSD students at UNIMED. By giving variation learning materials, will give them a way to understand the lessons easily. To get the success of developing materials one should consider the learning materials and the principles to adjust student's needs that shows the role of the students, which should be played<sup>[14]</sup>

Nunan<sup>[8]</sup>, The model design, which is a task-based framework, is in the form of enabling skills, which is designed to create skills and knowledge that will aid in the communication process. Communicative activities represent a kind of 'half-way house' between language exercises and pedagogical tasks.

Hutchinson and Waters<sup>[7]</sup> provide a teaching materials approach that gives "a coherent framework of integration of diverse components of learning" while also allowing for "creativity and variation." The model is made up of four parts. They are:

a. Input

It can take the form of text, dialogue, audio, diagram, or any other type of communication data. It is determined by the writer's needs as described in the analysis. The following information is included in the input:

- 1) Materials to stimulate activity
- 2) Language objects that have been added
- 3) Correct models of language use
- 4) Communication topic
- 5) Opportunities for students to put their information processing skills to use
- 6) Opportunities for students to apply their prior knowledge of the language and the subject matter.

b. Content focus

The content focus implies that language is used to convey information and emotions about something. As a result, it fosters meaningful communication in the classroom.

c. Language focus

It allows students to disassemble the language, study how it works, and practice putting it back together again.

d. Task

Materials should be created to lead to a 'communicative task,' in which students use the subject and language skills they have gained throughout the unit.

### 3. RESEARCH METHODOLOGY

This research conducted by applying research and development (R&D) design. Gall<sup>[19]</sup> pointed out that research and development is a model in which the results of the research are utilized to design new products and procedures, and systematically test, evaluate and improve them in the field until they reach a specific level of efficacy, quality, or similar standards.

The development model adopted in this study is a development model according to Aldoobie<sup>[20]</sup>, ADDIE model. This development model consists of five steps, namely: (1) Analyze: In the analysis phase, the designer determines the student's background, the student's level of knowledge, the student's expectations of the course, the student's learning problems, the student's course that the student needs to learn, the learning style of the student, the motivation and the interest of the student, and attitudes towards teaching methods.; (2) Design: Design refers to the creation of models of instruction relating to language and learning theories and writing design of the instructional materials using task-based learning.; (3) Develop: The develop phase is made up of both the analyze and design phase; (4) Implement: Implementation refers to the use of materials and to test or review if the materials are appropriate for the students; (5) Evaluate: Evaluation refers to the evaluation of the materials and the achievement of the expected goal. One-to-one, small-group evaluation, and field trial are the three primary forms of formative evaluation<sup>[20]</sup>

The Faculty of Education and Teacher Training of Medan State University has four (4) majors. They are primary teacher education (pendidikan guru Sekolah Dasar), early childhood education (pendidikan guru pendidikan anak Usia dini), guidance and counseling (Bimbingan dan Konseling), and non-formal education (Pendidikan Luar Sekolah).

As outlined in the objectives and research problems, the researcher focused on developing English materials for Students of primary teacher education based on their needs that are relevant to their field study in Medan State University (UNIMED). The data were gained from interviews, questionnaires, test, and documentation. The subject of this study consisted of PGSD students during the evaluation of product of English teaching materials, 1 lecturer of PGSD program, 3 alumni and 1 user. This research was started from November 2021 to December 2021.

The researcher used questionnaires to collect information from respondents on a variety of topics, their necessities, lacks and wants. To create the questionnaire, the researcher used target and learning needs analysis as a guiding question. The researcher used the guiding questions from the need analysis to write the questionnaire and interview. Interviews used in order to get more deep exploration of issues and to cross check the respondents' answers on questionnaires. This interview is used to obtain consistent responses from students. Aside from that, the documentation will be taken to support the data. The researcher also gave English tests, pre-test and post-test to evaluate the effectiveness of the English teaching materials.

The data collected during the Model Development stage is qualitative. This qualitative data is in the form of data from the validation of the expert team on curriculum development and teaching materials, as well as experts on the development of the English for Specific Purposes (ESP) program, individual trials, and small group assessments, make up this qualitative data. The results of questionnaires and interviews were used to analyze the data.

The researcher used the quantitative research to evaluate the pre-test and post-test of the students before using the material development and after using the material development. Questionnaire is a data collection technique, which is done by giving a set of questions or written statements to respondents to answer. The questionnaires are used to obtain data in the form of suggestions for product improvement or revision. Suggestions for revision are obtained from the expert judgment (validation stage), namely

language experts and education experts, and data on the effectiveness of teaching materials were obtained from students during product trials.

This development research has an output target in the form of a task-based English teaching material model for academic purposes that is used in learning English as a general course. The task-based English teaching material model is designed according to the results of the analysis of student needs and situations in carrying out the learning process of PGSD students. This material is made based on the results of a needs analysis so that students are able to carry out their career as teachers. The PGSD students of UNIMED are mostly high school graduates and some are vocational high school students with various English skills. The design of this model is task-based that focuses on the use of authentic materials, real-world activities.

The table below is to explain the steps of model development.

**Table.1 The Steps of Model Development (Aldoobie, 2015).**

<b>Procedures of ADDIE</b>	<b>ADDIE Steps</b>	<b>Research Stages</b>
Analyze	Analysis of course learning competency (basic competency)	Before doing the research with the ADDIE model, the researcher does the Preliminary research to identify strengths and weaknesses, focusing on the use of English teaching materials which related to the PGSD students (In this case, the interview is done with one of head of school as the user of PGSD alumni in teaching primary students)
	Analyze or identify the behavior and initial characteristics of students	Researcher distributes questionnaires and conducts interviews with a lecturer and 3 alumni, related to the components of target needs analysis, analysis of the current situation and needs of teaching materials.
	Analyze the document	To formulate the basic competency, the researcher analyzes documents. They are syllabus and lesson plan (RPS). The researcher also analyzes the teaching materials.
Design	To write the basic competency	The researcher prepares basic competency formulations
	To make the learning assessment result template	The researcher will make the learning assessment result template based on basic competency to measure the student competency achievement (draft of pre-test and post-test).
	To design strategies used in the developed teaching materials	The researcher prepares or designs a task-based approach used in presenting the developed teaching materials
Develop	To develop the first product	The researcher develops a model of task-based English teaching materials for academic purposes based on student



		characteristics, learning outcomes assessment tools or templates and strategies used.
Implement	Study the lecturer's expert	Study the lecturer's expert through interview/ questionnaire
	Revise the first product	The first revision is done based on study by the lecturer's expert, then evaluated through one-to-one students.
Evaluate	Evaluate trial formative of one-to-one to the students.	This is done to three student. The trial is done through written tests (pre-test and post-test). The questionnaire is also given to the students as the collection data.
	Revise the second product	The second revision is done based on the evaluation of one-to-one students, then tested to a small group.
	Evaluate trial formative to the small group	This is done to 8 students to identify the weaknesses of the English teaching material model after the revision based on input or advice from the lecturer's expert and one-to-one evaluation. The trial is done through pre-test and post-test. The questionnaire is also given to the students.
	Revise the third product	This is done to the big group (field trial) which is based on the small group trial formative.
	Evaluate trial formative to the big group (field trial)	This is done to 25 students to identify the effectiveness of the English teaching materials model. This is done through pre-test and post-test. The questionnaire is also given to the students. This is the final stage and produces the final result of the product or the model of English teaching materials for academic purposes.

#### 4. RESEARCH FINDINGS AND DISCUSSIONS

The data of this research was obtained from institution that was a lecturer, alumni and user. A need analysis was done to obtain students' target needs -necessities, lacks and wants and learning needs in English course. The questionnaire was distributed to the alumni, while the interview was done to the lecturer and alumni to get information about their expectation from English course in PGSD. From the questionnaire, all alumni agree that the students still need English in PGSD, and all of them used English to increase their knowledge. The alumni also said that English course contributes to them when they were still studying in primary teacher education. They also have the same goal to study English when they were still in primary teacher education that is to make it easier for them to prepare themselves to teach primary students.

The alumni have different opinion regarding the four English skills. In addition, according to the result of the interview, they actually related all skills of English, though they stated one of the skills if the most needed. The alumni prefer having basic English but related to Primary school lessons. They also used English when they were with their friends, lectures, and their students during English class when they were still as students, and also during working or teaching time. They use English during

presentation, college, and teaching. Most of the time they use English in their office or school where they work.

Aside from knowing the necessities of the students, we also need to know the lacks of the students. Lacks refer to the gap between what the students already know and what the students need to know. The target proficiency needs to be matched against the existing proficiency of the students.<sup>[7]</sup> The alumni still find difficult to master English, though some of them said it is not difficult. The reason why it is difficult is the low level of vocabulary mastery. They feel difficult with listening skill to master. They find it hard to understand rarely heard words. They also find it difficult to listen to understand long conversations. They also feel difficult when they have a conversation or speaking, which it is difficult for them to construct correct sentences, and they also find it difficult to respond to the interlocutor. The most difficult they face when they read English texts are hard to understand difficult words and to understand the main idea of the reading text. In line with it, the most difficult they face when they write paragraphs in English are hard to develop ideas and to write words with the correct spelling.

The last part in target needs is wants. Wants mean the students' view to what their needs are<sup>[7]</sup> The alumni enjoyed learning English when they were still students in primary teacher education. However, there was one of them did not enjoy it because of no interest to the English subject. Related to that result, the lecturer also explained that students are still less enthusiastic in learning English courses. Most of respondents realized that they should learn English in PGSD because English is one of compulsory subject. Afterward, the largest portion of the respondents (67%) in questionnaire item no. 23 demanded that the content areas of English should be related to the disciplines of primary teacher education.

It was shown from questionnaire item no.26 that 100% respondents wanted primary school books based on existing themes in content courses would be used as sources of course materials. Primary school themes became the dominant topic of learning materials. All respondents (100%) viewed that lecturer should used methods combination in a classroom. Data from the questionnaire and interview showed that English is one of compulsory subject that should be learnt by students of primary teacher education with primary school themes content areas.

The researcher also analyzed the documents of the PGSD, such as syllabus, semester lesson plans, and teaching materials. From those documents, the researcher found out in the syllabus that the topic of learning has not been linked to the topic of learning in primary school. It contains basic English courses.

While, in the semester lesson plans (RPS), the learning outcomes of graduates charged with courses are detailed but still more dominant in grammar or sentence structure. It also still lacks of other skills such as speaking and listening. The final capabilities planned at each learning stage to meet graduate learning outcomes have been described in detail. However, it is still more about the ability to write grammatically or the structure of writing or sentences, and there is still a lack of elements of speaking or speaking as communicative learning. Study materials related to the abilities to be achieved are still more on grammar or sentence structure. From the teaching materials, the researcher analyzed that the teaching materials contain basic competencies and learning indicators, but they are not suitable for the careers of PGSD students. Learning English is general or basic. The worksheets in the teaching materials are more dominant for personal assignments, and still less attractive because they are not equipped with a glossary (vocabulary Enrichment) which makes it easier for students to understand their assignments.

The researcher prepares or designs a task-based approach used in presenting the developed teaching materials as follow:

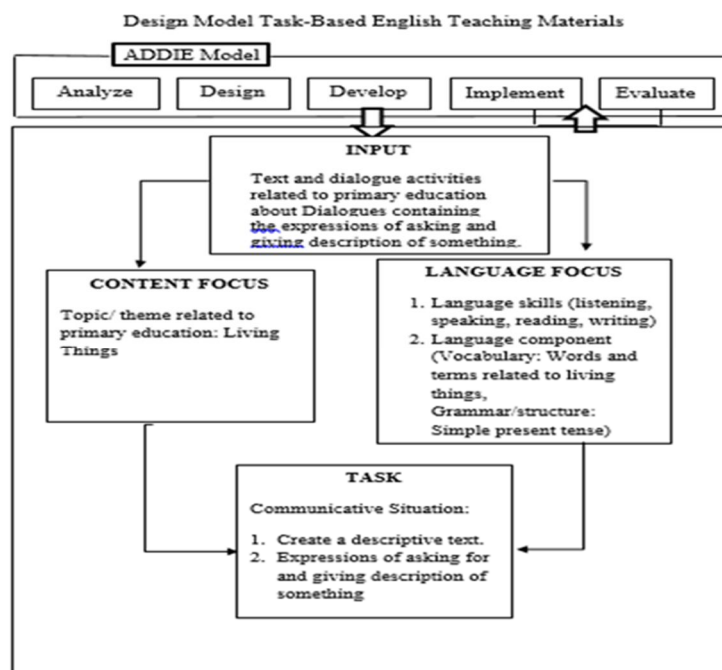


Fig. 1 The Design of English Material

The course grid was developed as the basis for materials writing based on the students' needs and interest. Below is the model of developing teaching materials:

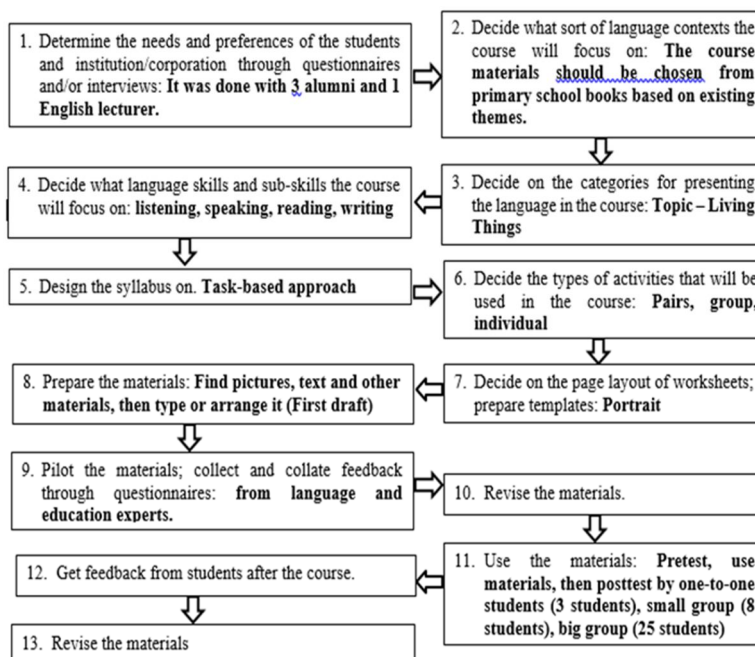


Fig. 2 Model of Developing English Teaching Materials<sup>[14]</sup>

The first aspect in evaluating the materials was the appropriateness of the content. The score given by the two experts is 100%. It means that the appropriateness of the content is in accordance with the standards to be achieved. The second aspect in evaluating the materials was the language appropriateness. The experts also gave 100% for the score. It means the teaching materials according to the language appropriate is good enough to be used. For the Presentation Appropriateness is the third aspect in evaluating the materials, the score given by both experts is 97%. This shows that this teaching

materials can be used clearly by the students. The last aspect in evaluating the materials is the layout appropriateness. The two experts gave 95% of the score. Which means the layout appropriateness is very good.

Validation of the teaching materials is done at this step using expert opinion to acquire data regarding teaching material items. As a team of experts or validators, the researcher invited two UNIMED academics or lecturers who were regarded experienced to appraise the product, they are language expert and education expert. The validation results from experts in the form of questionnaire and suggestions or comments are used to revise the teaching materials that have been made. Before giving score and comments or suggestions regarding the teaching materials, the experts also checked the course grid or syllabus. The education expert gave comments for the syllabus that is for indicator and learning activities. He mentioned that in writing indicator, after the statement of “by the end of the unit, students are able to ...” should begin the sentence with the small letter, and we cannot combine 2 targets in one sentence. While, for the learning activities, it still needs to insert the words of task-based approach in the table so that it is clear what approach is used.

The scores of all the aspects of the materials evaluation are mostly very good. However, some parts still have weaknesses and need revisions. Based on the result of expert judgment analysis and suggestions from the evaluator or the expert, there are some parts of the teaching materials have to be revised as follows:

- a) Image must be original.
- b) The font type must be consistent.
- c) There are typos on pages 11-12.
- d) Make the example sentences more interesting.

In this stage, the first revision is done based on study by the lecturer’s expert, then evaluated through one-to-one students.

The evaluation stage begins by evaluating trial formative of one-to-one to the students. This is done to three students. The trial is done through written tests (pre-test and post-test) using zoom meeting since they still have online class. The questionnaire is also given to the students as the collection data. The results of students response questionnaire which is done by one-to-one students is 93%, which means the English teaching materials is very good. From the result of pre-test and post-test of the one-to-one students, the researcher found that there was an increase in the score from pre-test to post-test, which the post-test was done after the explanation of the product by the researcher. The average of the one-to-one students’ scores pre-test to post-test increased from 79% to 84%.

The second revision is done based on the evaluation of one-to-one students, then tested to a small group. This is done to 8 students to identify the weaknesses of the English teaching material model after the revision based on input or advice from the lecturer’s expert and one-to-one evaluation. The trial is done through pre-test and post-test. The questionnaire is also given to the students. The results of students response questionnaire which is done by small group students is 91%, which means the English teaching materials is very good. The average of the small group students’ scores pre-test to post-test increased from 79% to 84%.

The third revision is done based on the evaluation of the small group students, then tested to a big group (field trial). This is done to 25 students to identify the effectiveness of the English teaching materials model. This is done through pre-test and post-test. The questionnaire is also given to the students. This is the final stage and produces the final result of the product or the model of English teaching materials for academic purposes. The questionnaire is also given to the students. The results of students response questionnaire which is done by big group or free trial students is 92%, which means the English teaching materials is very good. The average of the twenty-five students’ scores pre-test to

post-test increased from 68 to 79 which means the English teaching materials is effective for teaching the students of PGSD UNIMED to help them improve their knowledge in English.

This research was started by conducting the need analysis on December 2nd to December 10th 2021. There were 3 alumni of PGSD students and 1 English lecturer of PGSD involved in this step. To collect the data related to the needs, there were two instruments used namely questionnaire and interview guidelines. The questionnaire was distributed to the alumni and contained 30 questions related to the target needs and learning needs. The interview was conducted to support the result of the questionnaire.

Based on the results of the need analysis, the learning activities that the alumni wanted were listening to the audio and answering the questions, completing the dialogue, having discussion, reading aloud with correct pronunciation, arranging the jumbled paragraphs, completing close sentences, listening and understanding teacher's explanations, matching words with the definitions, and writing short text.

In the developed materials, the students were also asked to do some tasks by pair, group, and individually. This is in accordance with the statement of Nunan<sup>[8]</sup> that an important conceptual basis for task-based language teaching is experiential learning. Students gain the most benefit from actively using the language they are studying. The results of the needs and some documents, such as curriculum and syllabus, were considered as the bases to create the course grid before the materials developed. The course grid was used as the framework in developing the English materials. It consisted of topic, unit title, language function, language focus, indicators, learning activities, and inputs.

The results indicates that these teaching materials can help students understand English lessons. In terms of the input for the English materials, the students need the tasks or activities, which involve dialogues, audios, pictures, and simple texts that were appropriate as the input of the tasks. Good materials will not teach, but will encourage students to learn. They contain fascinating text, interesting activities, and opportunities for students to use their knowledge and skills. Therefore, the teacher must write materials that students are interested in.<sup>[7]</sup>

This research resulted in a teaching material that was developed with a task-based approach. This approach is very suitable to be used as a pattern in making English teaching materials, especially for the candidate of primary school teachers, no other than primary teacher education students who are also required to be able to speak or to deliver English when they teach in the classroom since there are many primary schools using English as the language of instruction recently. To make students fluent in English, they have to practice often and it is contained in the teaching materials that I developed. The same thing was said by Nunan, 2004 that the model design which is a task-based framework presented is in the form of enabling skills, which it is designed to develop skills and knowledge that will facilitate the process of communication.

The teaching materials developed in this study have several novelties that were not found in the previous teaching materials, as follows:

In previous study from Audi Yundayani and Lidwina Sri Ardiasih<sup>[17]</sup> which is entitled "Task-based Material Design for Academic Purposes: Learners' English Writing Skill Improvement", it was found that learners can apply practical and communicative writing skills to their needs. However, this research did not discuss reading comprehension, which should be related to learners' academic writing skills based on their subject matter. While, in this research, the whole language skills are integrated including reading comprehension. Thus, the product of this research can effectively guide the students in practicing English in a complete skills of language since the tasks are given before the discussion or explanation led by the lecturer to involve students actively and naturally, the students will be finding out about the lesson from the discussion or explanation which will then be delivered by the lecturer. So, the lecturer not only conveys teaching materials and then gives assignments, but on the contrary,

students learn from the tasks they have done first, then find out what they still do not understand from the discussion that will be guided by the lecturer.

The second previous study is from Yovita Dyah Permatasari<sup>[18]</sup> that demonstrates the English materials which design the TBLT (Task-Based Language Teaching) method in online learning. This research focused on designing syllabus with TBLT (Task- Based Language Teaching) through online learning. And this syllabus design can be used for all departments or all programs. However, there are words or terminologies in English that the students need to be familiar with. That is why the topics chosen in this English teaching material are related to the themes in primary school learning. It is intended that primary school teacher education students will be familiar with the terms in learning contained in primary school lessons to prepare themselves to become primary school teachers.

The novelty contained in these teaching materials are very useful in improving the process and learning outcomes as we can see in the findings which the students experience an increase in scores from pretest to posttest. This is because the tasks given vary but still follow the flow or pattern that is easy for students to understand. In addition, the teaching materials are also integrated in reading, listening, speaking, and writing skills. This is in accordance with the statement of Tomlinson<sup>[14]</sup> that the materials need to involve the students in thinking about the learning process and in experiencing a variety of different types of learning activities. They allow sufficient time to think and reflect on their learning.

## 5. CONCLUSION

A primary school teacher is not only required to be able to teach primary school students well, but they are also required to be able to speak English. It has been explained previously that at this time there are many primary schools that use English as the language of instruction in teaching. In this regard, the researcher conducted preliminary research in one of the SPK schools to see the real situation in the field. Based on the preliminary research conducted, it was found that the alumni of primary school teacher education still lacked English skills by interviewing the head of that school. Moving on from the results of the preliminary research, the researcher continued this research. To do this, the researcher carried out the development stage with the ADDIE model. The first stage is a need analysis to find or determine the need for teaching materials needed by PGSD students by distributing questionnaires and conducting interviews with 3 alumni and 1 English lecturer at PGSD UNIMED.

This research uses the theory of Tomlinson to show or illustrate a framework for preparing the teaching materials. The alumni also still find difficult to master English, though some of them said it is not difficult. The reason why it is difficult is the low level of vocabulary mastery. However, in the next questions, the alumni stated that they find it difficult in some areas, such as they feel difficult with listening skill to master. They find it hard to understand rarely heard words. They also find it difficult to listen to understand long conversations. They also feel difficult when they have a conversation or speaking, which it is difficult for them to construct correct sentences, and they also find it difficult to respond to the interlocutor. The most difficult they face when they read English texts are hard to understand difficult words and to understand the main idea of the reading text. In line with it, the most difficult they face when they write paragraphs in English are hard to develop ideas and to write words with the correct spelling. The alumni also demanded that the content areas of English should be related to the disciplines of primary teacher education. They said that the course materials should be chosen from primary school books based on existing themes in content courses. Based on the result found in chapter IV, the alumni mentioned that the lecturer should use methods combination in a classroom, such as demonstration, ask and answer, discussion, and audiovisual.

The course grid was developed as the basis for materials writing based on the students' needs and interest. It consists of seven parts namely topic, unit title, language function, language focus, indicators, learning activities, and input. Here are the explanations about the course grid for the unit. The English teaching materials were validated by two experts. They are language expert and education expert. There were some suggestions or revision given by the language experts, such as image must be original, the font type must be consistent, there are typos on pages 11-12, and make the example sentences more interesting. From the result of pre-test and post-test, the researcher found that there was an increase in the score from pretest to posttest, which the posttest was done after the explanation of the product. It means that the English teaching materials developed is effective in increasing students' interest in learning, especially to prepare them later in their work.

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