



The Use of Thematic English Textbook in Teaching English to PGSD Students at Jambi University

Saharudin^{1*}, Ahmad Syauqi Harsyah², Reli Handayani³, Regita Riani Putri⁴, Hermanetty⁵

^{1,2,3,4} English Department, Faculty Teaching Training and Education), Name of Organization, City, Country.

⁵ UPT Perpustakaan Universitas Jambi

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Abstract: English as Foreign Language course is offered in the primary school teacher program, though it is a compulsory subject at Jambi University. In practice, there is no standardized English material used in this program. Therefore, implementing English material relevant to the field becomes a necessity and thematic English textbook can be an alternative. This study is aimed to investigate the use of the thematic English textbook in teaching English to PGSD students at Jambi university. This study employs classroom action research and qualitative approach to analyze the data. To collect the data the researcher used techniques proposed by Mills (2003) such as archival sources: notes during lectures, average attendance, number of students subject to sanctions, discipline. Journal: Daily observational notes and artifacts such as sitting position, video recording, student portfolio. The finding shows that the students enjoy the material since the topic discussed are familiar. Besides, the material is proved can encourage students' active participation during teaching and learning process. To conclude, the implementation of thematic English textbook can be an option in maximizing student's potential.

Keywords: Classroom action research, English thematic textbook, PGSD students.

Abstrak: Mata kuliah Bahasa Inggris sebagai Bahasa Asing ditawarkan pada program guru sekolah dasar, meskipun merupakan mata pelajaran wajib di Universitas Jambi. Dalam praktiknya, tidak ada standar materi bahasa Inggris yang digunakan dalam program ini. Oleh karena itu, penerapan materi bahasa Inggris yang relevan dengan bidangnya menjadi suatu keharusan dan buku teks bahasa Inggris tematik dapat menjadi alternatif. Penelitian ini bertujuan untuk mengetahui penggunaan buku teks bahasa Inggris tematik dalam pengajaran bahasa Inggris pada mahasiswa PGSD di Universitas Jambi. Penelitian ini menggunakan penelitian tindakan kelas dan pendekatan kualitatif untuk menganalisis data. Untuk mengumpulkan data peneliti menggunakan teknik yang dikemukakan oleh Mills (2003) seperti sumber arsip: catatan selama perkuliahan, rata-rata kehadiran, jumlah mahasiswa yang dikenakan sanksi, kedisiplinan. Jurnal: Catatan observasi harian dan artefak seperti posisi duduk, rekaman video, portofolio siswa. Temuannya menunjukkan bahwa siswa menikmati materi karena topik yang dibahas sudah familiar. Selain itu, materi tersebut terbukti dapat mendorong partisipasi aktif siswa selama proses belajar mengajar. Kesimpulannya, penerapan buku teks bahasa Inggris tematik dapat menjadi pilihan dalam memaksimalkan potensi siswa.

Kata Kunci: Buku Ajar Tematik Bahasa Inggris, Mahasiswa PGSD, Penelitian tindakan kelas.

Introduction

Teaching English as a Foreign Language course has been offered as a compulsory subject in the Primary School Teacher Education (PGSD) Study Program of the Teaching and Education Faculty (FKIP) of Jambi University. The course is taught by lecturers who have English education background and or sufficient English language skills. Basically, these lecturers have used a number of sources in the form of paper based or electronic based. However, the preliminary study showed that the materials used have not been able to encourage students in achieving learning objectives. It happens since the material used is developed through estimation and intuition adopted by the lecturer instead of the student needs' analysis. From the aspect of the learning methods, the lecturer applied conventional learning method.

Responding to the phenomenon, a thematic English textbook has been developed in the FKIP Elementary School Teacher Education Study Program, Jambi University. Thematic teaching material is actually a form of teaching material that is generally used at the elementary school level. But in this study, the textbooks that will be used in learning is thematic textbook developed for PGSD student. This is based on the need that the appropriate material is a determining factor in the success of achieving curriculum objectives both vertical, horizontal, long-term, and short-term.

Prastowo (2015) said that "teaching materials are all materials (both information, tools, and text) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing implementation. learning " In defining the term teaching material, Tomlinson (2007) states that teaching material is anything that is used to facilitate learning. In relation to this definition, Tomlinson presents at least three important aspects in choosing and developing English learning materials that include: a) principles and procedures for developing material - that the principles and development procedures that have been used in the development of this thematic book are in accordance with the needs of PGSD students FKIP, b) principles and material evaluation procedures - from the overall process of developing this thematic textbook, there have been a number of evaluation and validation processes, c) the use of material development as a tool to facilitate and deepen the personal and professionalism of teachers.

This textbook has gone through a number of development processes with the ADDIE research and development model. This book is designed based on the analysis of the needs, characteristics of PGSD FKIP Jambi University students and developed based on the K13 curriculum. According to Echevarria, Vogt, and Short (2008), to implement development textbooks, teachers must understand the diversity of students' backgrounds. This opinion is then used as a basis for the development of the textbook content. The theme presented is familiar and related to the field of study, that is elementary school subjects. However, the level of difficulty of this book has been adjusted to tertiary level of students. It also has been adapted to the vision of PGSD FKIP Jambi University study program that is developing human resources who are able to conduct research, education and teaching at the Elementary School level and or become educated officers and skilled entrepreneurs.

Therefore, this article is aimed to investigate the implementation of thematic English textbook. Two research questions are asked as follows. How is the English learning process in PGSD FKIP Elementary School Education Study Program at Jambi University using Thematic English Textbooks? And How is the effectiveness of Thematic English Textbooks in improving the English language ability of PGSD FKIP Students at Jambi University?

By answering these questions, the quality of learning by utilizing the development books is expected can be proved in terms of its effectiveness in improving the learning process and learning result of the students.

Method

By using the Classroom Action Research (CAR). (Bogdan, 1992) that action research is the systematically collection of information that is designed to bring about social change. In addition Lewin (1946) Action research is a dynamic approach to inquiry that empowers practitioners to collaboratively investigate and address real-world problems within their own contexts. this research is expected provide a model and learning experience for the students. This research method is selected since student learning model is oriented at individual learning and adult learning. Besides, supporting the concept of learning to learn and learn to teach, this method is considered very suitable to show the effectiveness of the book development. Specifically, the effectiveness investigated is in the form of student learning outcomes' and learning processes carried out

through face-to-face and independent learning activities.

The Classroom Action Research model used in this study is based on the Kemmis & McTaggart (2007) model. The model and method referred to are as in the diagram below Figure 1.



Figure.1 Kemmis & McTaggart Classroom Action Research Model (2007)

Using the Kemmis & McTaggart (2007) model, this classroom action research will be carried out with a cycle pattern in which each series of stages will be carried out. In the first cycle, action planning is developed based on the results of initial observations. From the existing problems and the planned solutions, a learning activity plan is made. Researchers will prepare a lesson plan, media, and tools for monitoring learning progress in the form of videos. Using handycam, the learning process and the interaction can be recorded and clearly seen. Researchers also use field notes to write down findings that are not visible or difficult to capture by video. In other words, at the stage of the process of moving from Planning to Acting researchers identify, inform, and organize.

Implementation (Acting), At this stage, the learning and teaching process is implemented as planned, using the lesson units and learning scenarios that have been prepared in the planning phase. The situation and conditions that occur during PBM are very influential for the next meeting, thus, researchers are ready to make changes. Several activities involved are testing the material prepared, gathering information data, and questioning things with scientific method. Therefore, it can be used as references for observation at the next stage of the research process.

Observation To obtain observation data, instruments and data collection procedures are needed. At this stage, data analysis and interpretation are also carried out. This stage takes place simultaneously with the implementation of the action

(action). Data taken during the implementation of the action is an observation over the student behavior and the teaching learning process. Data taken after implementing the teaching and learning process are

- a) learning outcomes obtained through tests,
- b) activities that have been prepared in the developed textbooks,
- c) teacher opinions through interviews. The result of analysis and report are important activities to be used as a basis for reflection.

Reflection This stage consists of critical reflection and self-reflection. Critical reflection is a deep understanding towards the findings in the cycle. Self-reflection is aimed to assess the strengths and weaknesses that occur during the cycle. Thus, this stage contains data analysis activities, the meaning analysis, discussion, conclusion, and identification of follow-up efforts. The results of the identification of follow-up, then become the basis for planning the next planning.

From the planned cycle system, a number of techniques and instruments are planned to be used in the process of teaching and learning activities using Thematic English textbooks developed. Data collection instruments and data analysis will be used techniques proposed by Mills (2003) such as archival sources: notes during lectures, average attendance, number of students subject to sanctions, discipline. Journal: Daily observational notes and artifacts such as sitting position, video recording, student portfolio. The research subjects in this study are PGSD FKIP Students of Jambi University in the academic year 2018/2019. They are chosen because the English course is presented in the first year and is a Compulsory Course for all PGSD FKIP students at Jambi University.

Result and Discussion

This research is aimed to investigate the use of thematic book in the PGSD study program. Thus, in planning stage, the researcher informed all learning participants about the learning objectives and the benefits of the material contained in the textbook to be used. The meeting then continued with the instructor's introduction and asked for students' responses about their goals and expectations towards the course. After that, the researcher carefully distributed the textbooks, described the contents of the textbooks chapter one and explained about the relevance of the six themes in the Primary School curriculum and how the content is adjusted to the level of PGSD student's English proficiency. In this action stage, learning begins with a lecture and discussion model. Then, it proceed with individual workouts and class discussions. In

observation stage, researcher and participant observers actively participate in research activities in order to a) to observe activities, students, and aspects of the physical situation and, b) to be directly involved in all activities that are appropriate for obtaining useful information.

From a total of nine meetings, researchers observed that students experienced changes from the aspect of affective, cognitive, and psychomotor. From the observation, the researchers found an interesting phenomenon during the learning process that students seemed very enthusiastic. They paid close attention to the books from the cover to the contents. From the material presented, some students with social sciences or vocational schools background admitted that they had difficulty in understanding the terms of natural sciences. To overcome this problem, the researchers allowed students to use electronic dictionaries via an Android telephone device. The use of Android at this meeting made the students translate the entire text with the google translation application. They were able to understand the readings, however, from the observations, students translated without actually using the basic knowledge of English they had.

Concerning to independent assignments, the students developed independent learning as a habit. Moreover, the students completed the assignment given on time and they were more active studying outside of class hours. They provided time to work in groups voluntarily without being ordered. Other evidence was that they started the class and did the exercises even if the teacher was late. This attitude is caused by the format of the book which provided opportunities for students to prepare themselves with topics for the following days and weeks. Specifically, they can work directly on the practice and check their answers since the book is provided with the answer key. In short, the implementation of the SKS lecture system which require the students to work on independent, structured and face-to-face assignments can be accomplished.

Furthermore, the students have a positive attitude towards learning in a way that the material and practice exercises in the thematic textbooks make them feel more interested in learning English. This is conveyed by the low achievers through their testimonies stating that English is no longer difficult. The following is an interview excerpt,

"Learning English is easier and not as difficult as I thought."

"The language is simple and the material of the book is very familiar with my day- to-day life, such as the recent elections. "

"English is not as complicated and as difficult as I faced while I was in high school. Even

though, I have always believed that English is very difficult and my abilities are very low."

This comments emphasizes that thematic textbook is developed in accordance to students' context and life.

Meanwhile, high achiever student states that "the material of this book is not difficult and I know about the material in the book by inference on the knowledge I have so far." In other words, the student's language acquisition works through task-based activities that emphasizes on top down reading. It is in line with Richards and Rodgers (2001) and Li (1998) who explains that there are several principles underlying task based language teaching. First, real communicative activities through which students use a great deal of language are believed to be essential for SLAs. Second, meaningful tasks, which require students to engage in meaning-elated processing within those activities, support language learning. Third, language learning process can be promoted when the learner finds meaningful and relevant language to his genuine, realistic situations. To conclude, the students are aware that the material of this book is good for practicing English skills and greatly supporting the discussion activity in the classroom.

From the cognitive aspect, students show their progress through grades from the pretest and post test) as presented in the following **table.1**

Table 1 Pre-test and Post-test of English PGSD FKIP Jambi University students in the 2018/2019 school year

NO.	NAMA KODE MAHASISWA	Pre test	Post test
1	Afi	54	66
2	AfSi	76	90
3	AhAr	54	64
4	AIDa	70	82
5	AnDiPu	30	62
6	ApHa	60	64
7	AsFiHa	54	70
8	AyPuA	40	52
9	AuRoNa	70	82
10	BiAs	46	68
11	DeAyMiNo	42	68
12	DwEkHe	58	62
13	DwMiRo	36	42

14	EsDwVa	76	76
15	InAnRa	46	60
16	InOk	32	48
17	LiAyWi	64	80
18	MePrBrSi	64	80
19	KaAf	30	38
20	Kha	56	56
21	MaMa	36	58
22	MuPuRi	54	68
23	NuSuPr	48	58
24	NuAuPu	48	76
25	NuArSrRe	66	72
26	OrGu	54	52
27	PuInInSu	40	66
28	Ra	30	40
29	RaKuSa	40	56
30	RiIdCh	36	54
31	SiAnZu	44	58
32	TaPuSe	70	88
33	TiAnPu	50	76
34	VaSi	22	54
35	Wi	56	82
	Total	1752	2268
	Mean	50,057	64,8

The mean score of the student's pre-test is 50,057. The maximum score is 76, while the minimum score is 22. Table 1 also shows the mean score of the student's post test that is 64.8. The maximum score is 90 and the minimum score is 38. From table 1, we can see that there is a significant improvement in student's English performance.

From the observation, researchers also found out that students could correct their friends' grammar. It happens since grammar training exercises are integrated into the learning activities skills, it's essential to balance grammar training exercises with other types of language practice, such as speaking, listening, and reading comprehension activities, to ensure a well-rounded language learning experience. Additionally, incorporating engaging and interactive elements into

grammar exercises can make them more enjoyable and effective for learners. This allows students to directly use it and without fear of making mistakes. In terms of speaking, they even justify the pronunciation of their friends (Short, 2017). In short, the thematic textbooks expands students' knowledge about the material and improving their abilities in correcting themselves. In addition to teaching English thematically, students can also more easily understand English learning with the concept of mathematical concepts so that the integration of several themes in this English learning textbook is integrated with other lessons (Kim & Bolger, 2017).

Conclusion

From the overall findings at each cycles and meetings, the thematic textbooks developed using the ADDIE model are relevant and well used in primary school teacher education study programs. Theme based text book has balanced language use, language meaning, and language forms through activities that are integrating skills. It supports Hutchinson and Waters (1987) and Tomlinson (1998) opinions about the characteristics of textbooks and good learning English learning materials which emphasize its significance in encouraging students to learn instead of teaching. Providing a clear coherent structure and containing interesting text material and fun activities that involve students' learning competence, this book gives the students the opportunity to use their knowledge and maximize the potential of English learning opportunities.

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