

# DESIGNING INSTRUCTIONAL MATERIALS OF ENGLISH FOR YOUNG LEARNERS THROUGH 4D MODEL AT PAUD ISLAM TERPADU PELITA PALU

Radhiyatul Ula<sup>1</sup>, Mawardin M. Said, and Abdul Kamaruddin<sup>2</sup>

radhiyatululanurdin@gmail.com

<sup>1</sup>The Student of English Education Study Program Postgraduate Program Tadulako University

<sup>2</sup>The Lecturers of English Education Study Program Postgraduate Program Tadulako University

## Abstrak

*Penelitian ini bertujuan untuk mendesain materi pembelajaran Bahasa Inggris untuk pelajar muda dengan Model 4D di PAUD Islam Terpadu Pelita Palu. Penelitian ini menghasilkan Buku Guru dan Lembar Kerja Siswa yang dapat digunakan sebagai pedoman dalam proses mengajar dan belajar Bahasa Inggris di Kelas A PAUD Islam Terpadu Pelita Palu. Ini adalah sebuah Penelitian dan Pengembangan dengan dua jenis data yaitu data kualitatif dan kuantitatif. Penelitian ini mengaplikasikan tiga tahap pertama dalam Model 4D yaitu mendefinisikan, mendesain dan mengembangkan. Hasil dari semua tahapan ini menunjukkan bahwa hampir semua pengguna yang menjadi target dapat menikmati dan mengerjakan tugas-tugas yang tertera di Lembar Kerja Siswa walaupun sebagian dari mereka masih membutuhkan lebih banyak penjelasan untuk mengerjakannya. Sehingga, peneliti menyimpulkan bahwa Model 4D dapat diaplikasikan untuk menyusun materi pembelajaran Bahasa Inggris untuk pelajar muda. Pengaplikasian semua tahapannya membantu peneliti untuk menyusun materi pembelajaran secara sistematis.*

**Kata Kunci:** Mendesain, Materi Pembelajaran, Bahasa Inggris untuk Pelajar

People in the world need English more in parallel with their life needs. Suherdi (2016: 1) argues that English is used as a tool to develop human resource. People require English in almost all aspect of life such as in business and education fields. In fact, almost of international business and information are written and spoken in English. Automatically, people have to know English if they want to access them. Thus, people prefer to forced their selves to know English through joining any English courses.

The ministry of Education and Culture of Indonesia, in order to face the fact, provides English as a foreign language to be learnt by the Indonesian learners. It establish English as one of subject at schools. It is started from young learners at kindergarten known as EYL (English for Young Learners) to university level. The ministry aims at producing Indonesian young generation who are capable to use English both in written and

spoken form. Thus, they can compete international business.

English is taught to young learners in order to gain maximum learning results. Rahmat (2010: 2) argues that it is better to teach English to young learners than adult one because the young learners have good and fresh memories. In relation with their age, teaching English to young learners must be done through interesting and fun techniques or methods. In other methods, it will be better to apply technique/methods with short times of activities than the longer one. Because, the young learner have a short span attention.

Young learners are people who learn in earlier age. They are aged between 6-12 years old. Generally, they are the students of elementary school. Bandu (2) defines that young learners are devided into two groups; students aged 6 to 8 years old named younger groups and students aged 9 to 12 years old named older one. On the other hand, Shin (2008: 4) defined that young learners are early

age students aged 0 to 12 years old. They are separated into two groups; children aged 0-7 years old as very young learners and children aged 7-12 years old as young learners.

Young learners, in relation with their age, have a lot of competencies and abilities. Wijana et al. (2013: 6) define that children are small people who have potency and ability which should be developed optimally because the development will determine the childrens' future. The children also grow and learn based on their characteristics which are different from the learning characteristics of adults learners. In accordance with these facts, young learners is also known as a unique learners.

Young learners have their own characteristics due to their age. Santoso (2009: 2.9) defines that young learners are individu in ongoing growing process where the process will take important roles in their future. Young learners who live optimum growing process which is fulfilled with anything they need will face a good future life. While, for other young learners who have minimum stimulus in their growing process will face unsatisfied future where they cannot compete with other people. In hence, the parents and the teachers of young learners should pay a lot of their attention in maximizing the stimulus provided to the learners.

These efforts cannot be separated with the application of well-designed instructional materials which are appropriate with the learners' characteristics and needs. Suparman (2012: 45) states that there are six basic components of instruction namely learners, learners who reach the instructional target, instructional process, teachers, curriculum and instructional materials. Each component has its own important roles. Thus, they support the succesfulness of teaching and learning process.

Instructional material as one of basic components of instruction should be designed based on the need of the instruction itself.

Suparman (2012: 43) defines that instructional materials are designed for a subject or course which is stated in curriculum. The materials must be designed based on instructional goals, instructional objectives, learners characteristics, and instructional strategies. All these aspects are the main supporting aspects of teaching and learning process. Therefore, instructional materials determine the instructional results whether they reach their goals or no.

There are any difficulties which are faced by the researcher as the English teacher of class A at PAUD Islam Terpadu Pelita Palu. They are happened because there was no appropriate instructional materials to be applied. First, it was difficult to teach the learners well without any appropriate guidance. She taught the learners just based on her prior knowledges. Second, she applied conventional teaching method. As a result, the learners got bored and they were not interested in learning English.

The researcher, based on the problems, decided to conduct Research and Development at the preschool, specifically at class A or class Al-Ghazali. It aims at designing instructional materials of English for Young Learners through 4D Model at PAUD Islam Terpadu Pelita Palu. She designed instructional materials of English for young learners covering Teacher's Book and Learner's Worksheets.

## **METHOD**

This research was conducted at class A (Al-Ghazali) in PAUD Islam Terpadu Pelita Palu on September 2015 to February 2016. The preschool is located at Jalan Kakatua 2 No. 18 Palu. It is under the supervision of Yayasan Al-Ikhlas Palu. The research was done through the application of 4D Model where 4D stand for Define, Design, Develop, and Disseminate. However, the researcher focused only on the three first steps covering Define, Design, and Develop.

These three first steps of 4D Model have their own sub step. Define consists of front-end analysis, learners analysis, concept analysis, and specification of instructional objectives. Design covers three sub steps which consists of media selection, format selection, and draft I. Develop, as the last step, consist of experts' appraisals and trials.

There are two kinds of research data namely qualitative and quantitative data. Qualitative data were collected through analyzing the curriculum applied in PAUD Islam Terpadu Pelita Palu. Quantitative data were found through analyzing the validation results of experts of content and expert of design and media. These data support the successfulness of the research products whether they can be useful or no.

Research data were collected through three instruments consisted of questionnaires, documentation and field notes. Questionnaires were given to the expert of content and the expert of design and media in the sub step of Experts' Appraisal. Documentation and Field Notes, in other methor, were done during individual trial, small group trial, and field trial.

## **RESEARCH FINDINGS AND DISCUSSION**

The design of instructional materials of English for Young Learners had been done through the implementation of 4D Model which were adapted based on the research's needs. The implementation only focused on the three first main steps of 4D Model that consisted of Define, Design, and Develop where whole of these main steps cover several sub steps. Each sub step has its own function.

### **1. Define**

Define aims at analyzing all supporting data that determine how the instructional materials are going to be designed. This step consisted of front-end analysis, learners

analysis, concept analysis, and specification of instructional objectives.

#### **a. Front-end analysis**

PAUD Islam Terpadu Pelita Palu provides English as one of its subject which should be taught to the learners. It aims at introducing English to young learners early. The researcher, as the teacher of class A at the preschool, faced any difficulties in teaching English because there were no appropriate instructional materials facilitated by the preschool. Thus, she decided to design instructional materials of English for young learners with the learners of class A at PAUD Islam Terpadu Palu as the target users.

#### **b. Learners Analysis**

The target users of this research products are the learners of class A PAUD Islam Terpadu Pelita Palu. The number of the learners of class A at PAUD IT Pelita Palu are 18 learners which consisted of 8 boys (santriwan) and 10 girls (santriwati). The learners are aged 4 to 5 years old. So that the instructional materials were designed appropriated with the learners age. The researcher chooses simple and understandable pictures to be used in Learner's Worksheets that were usually found by the learners in their daily lives.

All the learners of class A at PAUD IT Pelita Palu just know English since they enter the preschool. They never learn English before. It means that English was a really new language for them. Thus, the researcher tried to introduce English from the basic one such as introducing letters and numbers.

The learners are interested in colouring pictures. They really like colourful pictures. They, in other case, have limited abilities where they still unable to write much letters and spell many words even some of them still need some helps to write a letter. Therefore, the researcher applied colourful and easy to understand

pictures which were appropriate with their interest and abilities.

The researcher, in several tasks of fill in the blank, just missed one letter to be found and write by the learners because they still unable to write too much letters. Besides, the learners, still faced any difficulties when they were asked to repeat too much words. Thus, the researcher limited the oral tasks only to repeat one to four words.

#### c. Concept Analysis

Instructional Materials which should be taught to the learners of class A at PAUD Islam Terpadu Pelita Palu are selected based on the themes that determined in Curriculum of 2013 and Curriculum of JSIT (Network of Integrated Islamic School). These both curriculum are integrated in order to produce smart and faithful learners. The curriculum content then being specified into basic competences.

Basic competences are the level of abilities which should be reached or mastered by the learners. They are consisted of four aspects of abilities namely spiritual, social, knowledge, and skills. Basic competences are applied for all themes. The researcher, after determined the basic competences, then selected which standard competences are appropriate for each theme.

It was not easy to specify basic competences become standard competences even though there are certain standard competences for certain basic competences. As the example, KI-1 (basic competences) has two standard competences covered 1.1 and 1.2, KI-2 has fourteen standard competences covering 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14. The draft shows standard competences for basic competences clearly but it was not easy to choose which standard

competences to be applied because they must be appropriated with the theme.

#### d. Specification of Learning Objectives

This step aimed at specifying the instructional objectives of whole instructional materials designed. Each subtheme has its own instructional objectives. These instructional objectives determine what tasks should be done by the learners. They also determine how the instructional materials' contents.

It was also not easy to specify standard competences become instructional objectives. The process consider the appropriateness between these two aspects. They also influence the learning goals whether the basic competences were going to be reached or no. Thus, the researcher suggests to other researcher or teachers who are going to design instructional materials through 4D Model to analyze curriculum, basic competences, standar competences and instructional objectives carefully and accurately.

#### 2. Design

Design as the second step consists of three sub steps namely media selection, format selection, and draft I which can be described as follows:

##### a. Media Selection

Media selection was a step when the researcher choose and decided about what media should be used for these instructional materials. The researcher, in this case, used printed instructional materials covered Teacher's Book and Learner's Worksheets as teaching and learning media. The researcher also used some learning set such as pictures and real object (contextual objects).

The products of this research were dominated with the use of pictures as media that can show the real form of any object taught. Thus, almost all of sub themes were completed with pictures. Besides, for several sub themes, the researcher also used the real objects

(contextual objects) as the learning sets. The researcher used the real stones, woods, and water in the sub theme of natural objects, and the real coconut shells and strings in the sub theme of traditional games.

b. Format Selection

Instructional materials of English for young learners are designed in printed form. The learning process were focused on introducing things based on the themes through listening, speaking, reading, and writing. The learners were practiced to listen carefully what the teachers spell and say then asked to repeat it. They, in other method, were practiced to read the words then asked to write.

c. Draft I

Draft I was designed based on the results of all steps done before. The draft were consisted of Teacher's Book and Learner's Worksheets. Teacher's Book was designed as teacher's guide which consisted of some importants aspects covered basic competences, standard competences, instructional objectives, instructional materials and teacher's guide. Besides, Learner's Worksheets were designed as media where the learners can express their answers. They consisted of learner's tasks which are completed with instructions and a table of teacher's assessment included date, learner's achievement, teacher's comment, and teacher's signature.

The sub step of draft I led the researcher to designed and arranged the first draft of this research products. It was not easy and it took so much times to be done. Unfortunately, the researcher has no

experience in material designed anymore. It means that it was the first time for the researcher to design the materials. The researcher, in this sub step, designed Teacher's Book which was consisted of cover, table of contents, table of figures, basic competences, standard competences, instructional objectives, instructional materials, teacher's guide and bibliographies. The researcher after that designed Learner's Worksheets which were consisted of cover, instruction, and teacher's assessment.

The researcher in this substep, found difficulties in designing the covers of Teacher's Book and Learner's Worksheets. The researcher took a long time to decided the cover's format because every picture which put on the cover must be clear and related to the books' content. The researcher hoped that the next step namely develop which consisted of expert appraisal and trials can help the researcher to design better covers.

3. Develop

Develop consists of expert appraisals and trials.

a. Experts' Appraisal

Experts' appraisals or validations were done for whole designed themes. They were done once by expert of content (validator of content) and once by expert of design and media (validator of design and media). The validations' results indicated the qualities of the research products and determined whether the products can be moved to the next step or no.

The results can be described as follows:

**Table 1. Content Validation’s Score of Teacher’s Book**

No.	Questions	Score			
		Mostly Valid	Valid	Less Valid	Invalid
1	Appropriateness between themes and content of instructional materials	4	3	2	1
2	Clarity of basic competences and standard competences	4	3	2	1
3	Clarity of instructional objectives	4	3	2	1
4	Appropriateness between basic competences, standard competences and instructional objectives	4	3	2	1
5	Operationality of instructional objectives	4	3	2	1
6	Appropriateness between instructional objectives and instructional materials	4	3	2	1
7	Clarity of instructional materials description	4	3	2	1
8	Appropriateness between instructional materials and pictures/illustration	4	3	2	1
9	Appropriateness between instructional material and task	4	3	2	1
10	Accuracy of resources used	4	3	2	1
Gain Score		36			
Maximum Score		40			

Source: Adapted from Mustofa (2014)

Teacher’s Book as a product of this research get excellent scores which are given by the expert of content. Its gain score reaches 36 with 40 of maximum score. This

result is calculated by using the formula that proposed by Sugiyono (2012) where gain poin is divided by maximum point then multiple with 100.

**Table 2. Content Validation Scores of Learner’s Worksheets**

No.	Questions	Score			
		Mostly Valid	Valid	Less Valid	Invalid
1	Appropriateness between instructional materials and tasks	4	3	2	1
2	Appropriateness between examples and tasks	4	3	2	1
3	Appropriateness between tasks and pictures	4	3	2	1
Gain Score		11			
Maximum Score		12			

Source: Adapted from Mustofa (2014)

Gain score of Learner’s Worksheets reaches 11 with 12 of maximum scores.

$$\frac{11}{12} \times 100 = 91.6$$

categorized as Very Valid and can be moved to the next steps namely trials.

$$\frac{36}{40} \times 100 = 90$$

It means that the percentage reach 90%. It indicates that the Learner’s Worksheets is

**Table 3. Design and Media Validation’s Score of Teacher’s Book**

No	Questions	Score			
		Mostly Valid	Valid	Less Valid	Invalid
<b>a.</b>	<b>Covers</b>				
1	Accuracy of location	4	3	2	1
2	Accuracy of font size	4	3	2	1
3	Accuracy of font colour	4	3	2	1
4	Appearance of covers	4	3	2	1
<b>b.</b>	<b>Table of Contents</b>				
1	Accuracy of location	4	3	2	1
2	Accuracy of font size	4	3	2	1
3	Accuracy of font colour	4	3	2	1
4	Appearance of table of contents	4	3	2	1
<b>c.</b>	<b>Table of Figures</b>				
1	Accuracy of location	4	3	2	1
2	Accuracy of font size	4	3	2	1
3	Accuracy of font colour	4	3	2	1
4	Appearance of table of figures	4	3	2	1
<b>d.</b>	<b>Basic Competences and Standard Competences</b>				
1	Accuracy of location	4	3	2	1
2	Clarity of sentences arrangement	4	3	2	1
3	Accuracy of font size	4	3	2	1
4	Accuracy of font colour	4	3	2	1
5	Appearance of basic competences and standard competences	4	3	2	1
<b>e.</b>	<b>Instructional Objectives</b>				
1	Accuracy of location	4	3	2	1
2	Clarity of sentences arrangement	4	3	2	1
3	Accuracy of font size	4	3	2	1
4	Accuracy of font colour	4	3	2	1
5	Appearance of instructional objectives	4	3	2	1
<b>f.</b>	<b>Instructional Materials</b>				
1	Accuracy of location	4	3	2	1
2	Clarity of sentences arrangement	4	3	2	1
3	Accuracy of font size	4	3	2	1
4	Accuracy of font colour	4	3	2	1
5	Appearance of instructional materials	4	3	2	1
<b>g.</b>	<b>Teacher's Guide</b>				
1	Accuracy of location	4	3	2	1
2	Clarity of sentences arrangement	4	3	2	1
3	Accuracy of font size	4	3	2	1
4	Accuracy of font colour	4	3	2	1
5	Appearance of teacher's guide	4	3	2	1
<b>h.</b>	<b>Pictures</b>				
1	Appropriateness between pictures and instructional materials description	4	3	2	1
2	Clarity of pictures	4	3	2	1
3	Appearance of pictures	4	3	2	1
<b>i.</b>	<b>Resources</b>				
1	Accuracy of location	4	3	2	1
2	Accuracy of font size	4	3	2	1
3	Accuracy of font colour	4	3	2	1
4	Accuracy of systematic writing	4	3	2	1
Gain Score					155
Maximum Score					156

Source: Adapted from Mustofa (2014)

Gain score of Teacher’s Book that were given by the expert of design and media reaches 155 with 156 of maximum scores.

$$\frac{155}{156} \times 100 = 99.3$$

**Table 4. Design and Media Validation’s Score of Learner’s Worksheets**

No.	Questions	Score			
		Mostly Valid	Valid	Less Valid	Invalid
<b>a. Covers</b>					
1	Accuracy of location	4	3	2	1
2	Accuracy of font size	4	3	2	1
3	Accuracy of font colour	4	3	2	1
4	Appearance of covers	4	3	2	1
<b>b. Table of Contents</b>					
1	Accuracy of location	4	3	2	1
2	Accuracy of font size	4	3	2	1
3	Accuracy of font colour	4	3	2	1
4	Appearance of table of contents	4	3	2	1
<b>c. Tasks</b>					
1	Appropriateness between tasks and instructional objectives	4	3	2	1
2	Clarity of instruction	4	3	2	1
3	Appearance of task	4	3	2	1
<b>d. Example</b>					
1	Appropriateness between example and task	4	3	2	1
2	Clarity of instruction	4	3	2	1
3	Appearance of example	4	3	2	1
<b>e. Pictures</b>					
1	Appropriateness between pictures and instructional materials description	4	3	2	1
2	Clarity of instruction	4	3	2	1
3	Appearance of pictures	4	3	2	1
Gain Score					68
Maximum Score					68

Source: Adapted from Mustofa (2014)

Gain score of Learner’s Worksheets based on design and media validation results reaches 68 with 68 of maximum score.

$$\frac{68}{68} \times 100 = 100$$

This formula’s result indicated that the percentage reaches 99.3%. thus, it can be

concluded that the Teacher’s Book is categorized as Very Valid.

Result of the formula indicate that the percentage reaches 100%. Therefore, it can be concluded that the Learner’s Worksheets is categorized as Very Valid and can be moved to the step of trials.

b. Trials



Trials were separated into three sections covering individual trial, small group trial, and field trials which can be described as follows:

1) Individual Trial

This trial aimed at obtaining the learners' comment and suggestion about how the learner's worksheets designed. It was done once for each learner chosen. It involved three learners of class B because they had already passed the instructional materials a year before when they were on class A. They were chosen based on their abilities and participations in class included most active learner, active learner, and passive learner.

The learners, in this method, gave their comments and suggestions in oral form. They just told the researcher about what they get when they were trying to understand the pictures and the tasks because they cannot write it yet. The Learner's Worksheets were revised based on the results of individual trial and moved to small group trial.

2) Small Group Trial

Small group trial was done once to a small group of the target users. The target users consist of six learners where two of them are most active learners, two others are active learners and two others are passive learners. This trial aims at testing the learner's worksheets designed before it applied to field trial.

The learners were asked about how are the tasks. They may give their comments and suggestion about the tasks then answer them orally. The researcher, based on the results of small group trial, studied the learners abilities and the difficulties of the tasks. Thus, the results were almost all of the tasks were understandable and easy for all the learners but there were also some

tasks which were still difficult for passive learners to understand.

3) Field Trial

Field trials were done right to all the target users at class A PAUD Islam Terpadu Pelita Palu. The trials were done in 17 meetings. They were aimed at testing whole tasks on learner's worksheets designed to whole target users. The results of the trial were being the real product of this research.

These trials results indicate that almost all the learners can enjoy the teaching and learning process. Their learning results also indicate that most of the learners can do the tasks which are provided in Learner's Worksheets. Some learners can do the task easily while the others still needed helps and more explanation to understand the tasks. It was happened because of the differences of their abilities.

Results of field trials are final drafts of this research's products. Fortunately, the Teacher's Book and the Learner's Worksheets help the researcher to teach well and attract the learners' interests to learn English more because they had been designed based on the learner's needs and characteristics. They also guide the teachers about what to do next. These facts indicate that 4D Model can be applied when someone is going to design any instructional materials.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The Instructional Materials of English for Young Learners can be designed through the application of the three first steps of 4D Model which consists of Define, Design, and Develop. The instructional materials as the research products are divided into two book namely Teacher's Book and Learner's Worksheets. Whole steps of 4D Model help

the researcher to design these research products systematically.

### **Suggestions**

1. Teachers should provide instructional materials which are appropriated with their learners' characteristics in order to reach learning goals.
2. Educational Institutions should vacillate their teachers and learners with appropriate instructional material for each subject. It would be better if they instruct teachers to design it for their own classes because any instructional materials which are designed by other authors are too general and sometimes they are inappropriate with the learners' need and characteristics.
3. Other researchers, who would like to conduct this kind of research, should prepare themselves well because it spends a lot of time.

Suparman, A.M. 2012. *Desain Instruksional Modern*. Jakarta: Erlangga.

Wijana, W. D., Dyah, S. R., Siyantayani, Y., Suminah, E., Nurmiati and Wahyuni, M. 2013. *Kurikulum Pendidikan Anak Usia Dini. Edisi 1*. Banten: Universitas Terbuka.

### **REFERENCES**

- Bandu, D. J. *Teaching English for Young Learners*. Palu: STAIN Datokarama Palu.
- Mustofa, Z. 2014. *Pengembangan Perangkat Pembelajaran Fisika melalui Model 4D Kelas XI MA Al-Khairaat Kalangkangan*. Palu: Universitas Tadulako.
- Rahmat, A. 2010. *Jurnal Kajian Linguistik daasan Sastra: Implementasi Kurikulum Bahasa Asing di Taman Kanak-Kanak (TK) DKI Jakarta*. Jakarta: Jurusan PBS FKIP UMS.
- Santoso, S. 2009. *Dasar- Dasar Pendidikan TK*. Jakarta: Universitas Terbuka
- Shin, J. K. 2008. *Teaching English to Young Learners*. Baltimore County: University of Maryland.
- Suherdi, D. 2016. *Orientasi Baru Pembelajaran Bahasa Inggris di Indonesia*. Bandung: Universitas Pendidikan Indonesia.