



## Developing English Guide Book Through *Scientific Approach* For The First Grade of MA. Miftahul Qulub Polagan Galis Pamekasan

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### Abstract

The mastering of English skill has been faced some obstacles for the first students of MA. Mitahul Qulub because some factors, such as: students did not get good guidance to develop their ability, textbook material is not appropriate of students need in the specific institution. Based on the situation, this study aims to develop supplementary English guide book to the student, it includes two English skills both Reading and writing that will be related to the students need and use scientific approach to make a good English book composition. The researcher developed the materials by using some procedures of development that consisted of some steps of need analysis, material development, expert validation, revision, try-out, revision II, final product that used questionnaire and interview to collect data. Based on the result of expert validation and try out of materials, it can be concluded that the result of development English guide book is appropriate with the students need and objectives of English guide program itself, exactly the level of students' difficulties, interest, and standards for the first grade. The experts' hopes, the book can give a advantages and contribution as supplementary English guide book for the students to develop their English reading and writing skills. The English guide book development consisted of five chapters that provided the materials both reading and writing skills.

**Keyword:** *Supplementary English Guide Book, Scientific Approach*



## Abstrak

Penguasaan kemampuan bahasa Inggris telah menghadapi beberapa kendala bagi siswa kelas X MA Miftahul Qulub karena beberapa faktor, yaitu: siswa tidak mendapatkan bimbingan yang baik dalam mengembangkan kemampuan bahasa Inggris, materi buku teks tidak sesuai dengan kebutuhan siswa di institusi tertentu. Berdasarkan situasi tersebut, penelitian ini bertujuan untuk mengembangkan buku panduan bahasa Inggris kepada siswa, mencakup dua kemampuan yaitu membaca dan menulis dengan menggunakan pendekatan ilmiah (Scientific Approach). Peneliti mengembangkan materi dengan menggunakan beberapa prosedur pengembangan yang terdiri dari beberapa tahap yaitu analisis kebutuhan, pengembangan material, validasi ahli, revisi, try-out, revisi II, produk, dengan menggunakan kuesioner dan wawancara dalam mengumpulkan data. Berdasarkan hasil validasi ahli dan uji materi, dapat disimpulkan bahwa hasil pengembangan buku panduan bahasa Inggris sesuai dengan kebutuhan dan sasaran siswa program panduan bahasa Inggris itu sendiri, tepatnya tingkat kesulitan, dan minat siswa. standar untuk tingkatan kelas satu MA Miftahul Qulub. Harapan para ahli, buku ini dapat memberi manfaat dan kontribusi sebagai buku panduan bahasa Inggris bagi siswa sebagai "English Guide Book" untuk mengembangkan kemampuan membaca dan menulis bahasa Inggris siswa. Buku panduan bahasa Inggris terdiri dari lima bab, materi yang disusun sesuai dengan analisis kebutuhan siswa baik keterampilan membaca maupun menulis text bahasa Inggris..

**Kata kunci:** English Guide Book, Scientific Approach

## Introduction

Teaching English aims at developing communicative competence in the language both oral and written from appropriately, fluently, and accurately. Meanwhile, the mastering of English skill get some obstacles because some factors, such as: students does not get good guidance to develop their ability, textbook material is not appropriate with students need in the specific institution. Globalization era makes new challenge for Indonesia of education quality. Economic, social and educational challenge should face to the students as the young generation of Indonesia; they must able to compete with other country in the world that have higher educational development.

The goal of scientific approach is to encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the learning materials. It is to encourage and inspire the students to be able to think in a hypothetical way in looking at the differences,

similarities, and linking one to another from the learning material. This approach is claimed to be more effective in increasing students' learning outcomes than the traditional one. This approach is also considered relevant with the idea that learning is a scientific process in the classroom.

Scientific Approach in Curriculum 2013 must be applicable in all subjects including English. Moreover, by this approach students are expected to have good attitude, skills, and knowledge. There are three points that become the focus in teaching and learning process with Scientific Approach. They include attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer "students know why", skills refer to "students know how", and knowledge refers to "what students know". Scientific approach implemented some steps of teaching learning process, the steps were observing, questioning, associating, experimenting and networking.

The previous study of this research was "Developing Reading Textbook for The Ninth Grade Students of MTs Miftahul Ulum Wonokoyo Malang conducted by Ariani Dewi Wulandari", researcher did the research to develop reading textbook as supplementary to the students of MTs Miftahul Ulum. Other previous study was "Developing English Local Content Material Based on KTSP Curriculum for 8<sup>th</sup> Grade of SMPN 1 Nguling Conducted By Mauludiyah" in Mustofa (2012:68-76).

## Research Methods

### 2.1 Research Design

This study aims to make a progression of English textbook materials based on students need through scientific approach as supplementary English guide book materials. The appropriate design that the researcher applied is Research and Development (R & D) that aimed at developing and validating educational products. The researcher developed the materials by using some procedures of development that consists of some process, namely: (a) need analysis, (b) material development, (c) review of material development, (d) expert validation, (e) revision I, (f) Try-out, (g) revision II, (h) final product. The procedures covered of pre-development, making draft and producing final product.

### 2.2 The Procedures of the Development

The procedure of the development will be used in this study were pre-development, making draft and producing final product.

#### a) Need Analysis

This researcher conducted this research to get some information of the field. Researcher got the information based on the subject that it is be a subject of research, and it was the first grade of MA. Miftahul Qulub Polagan-Galis-Pamekasan. Researcher uses some instruments to get the information, and the instrument were : questionnaire, and interview. The researcher distributed the questionnaire to 50 students of 104 students and it was chosen randomly. In this research, the interview was used to complementing the collected data from questionnaire and verifying the trustworthiness of the data. The researcher conducted interview to the headmaster, English teacher.

**Table :1**  
**The respondent of interview**

| No | Subject  | Respondent | Instruments   |
|----|--|------------|---------------|
| 1  | The students of the first grade at MA. Miftahul Qulub, Polagan-Galis-Pamekasan | 50         | Questionnaire |
| 2  | The Headmaster   | 1          | Interview     |
| 3  | The English teacher  | 1          | interview     |

### **b) Making Draft of Material Development**

The next step of this research was developing materials. There were some procedures of developing material that concern of the developing this research. The procedures were collecting theories relates to the objective of this research such as review related literature, the textbook materials used in the school exactly for the first grade of senior high school to design be an English guide book material through scientific approach.

## **2.3 Producing Final Product**

### **a. Expert Validation**

The experties of this research were English lecturer in STAIN Pamekasan and Islamic University of Malang, the experts had experiences in writing journals and teaching English for many years. In this case, the draft of the English material was given to the expert to be validated. During the validation process, the expert evaluated and gave comments and suggestions of the developed materials.

### **b. Data Type**

The collected data were categorized into three of t type of collected data, (1) result of the need analysis (2) result of the validation phase, and (3)

result of the try out process. The need analysis data were used as the bases to develop the materials the data are from the syllabus.

**c. Data Analysis Techniques**

In this research, the data was obtained the needs analysis, expert validation, and product try out, are analyzed descriptively, the data obtained from the need analysis are assessed in order to describe the actual syllabus demand based on the specification stated in the syllabus. The analysis figure out the text type used and the leaning objectives stated, the result of the needs analysis was used as the base to develop the textbook materials.

**d. Revision**

At the revision, the researcher revises the developing material based on the feedback from the expert to help the researcher to determine the choices of questions of layout, instructions, cover, content, communicative aspect, and general aspect of the developed material.

**e. The Result of Conducting Try out**

The researcher used chapter 1 as materials of try out because it consist of some kind of texts materials and activities both reading and writing that it included narrative, descriptive, and recount. The students assessed themselves English reading and writing ability by doing some exercises and activities. During the try out, the researcher used questionnaire to know the real condition that had been used of the developed English guide book material.

**Table 2:**  
**Guideline of scoring for the result of questionnaires for students**

| Score Range | Validity Criteria | Classification   |
|-------------|-------------------|--|
| 85% - 100%  | Very Urgent       | Both teachers and students really need an English guide book to be developed |
| 75% - 84%   | Urgent            | Both teachers and students need an English guide book to be developed        |
| 0% - 74%    | Less Urgent       | Both teachers and students don't need an English guide book to be developed  |

**Table 3:**  
**Guideline of scoring for the result of expert validation**

| Score Range | Validity Criteria | Classification         |
|-------------|-------------------|------------------------|
| 3,26 – 4,00 | Highly valid      | No need revision       |
| 2,51 – 3,25 | Valid             | Possibly need revision |

|                    |            |                       |
|--------------------|------------|-----------------------|
| <b>1,76 – 2,50</b> | Less valid | Need revision         |
| <b>1,00 – 1,75</b> | Invalid    | Need revision totally |

**Table 4:**  
**Guideline of scoring for the result of workbook evaluation**

| <b>Score Range</b> | <b>Validity Criteria</b> | <b>Classification</b>             |
|--------------------|--------------------------|-----------------------------------|
| <b>85% - 100%</b>  | Highly valid             | Highly appropriate and applicable |
| <b>75% - 84%</b>   | Valid                    | Appropriate and applicable        |
| <b>65% - 74%</b>   | Less valid               | Less appropriate and applicable   |
| <b>0% - 64%</b>    | Invalid                  | Inappropriate and inapplicable    |

## **Results and Discussion**

### **3.1 Result of Obtaining Information**

In this step, The researcher used questionnaire to obtain the information and to get some data which is needed by the researcher. The information was very important because it covers the students' need of developing English skill both reading and writing, moreover it was be a measurement to develop previous English guide book so the researcher had point of view to make English guide book development based on the result of students' questionnaire.

The questions consist of some characteristics such as students' point of view of previous English guide book include cover, content materials and activities, students' motivation to learn English and master English skills both reading and writing, their difficulties to develop reading and writing skills including vocabulary mastery and comprehension of text, generally related to the students' need to develop their English reading and writing ability. Researcher could know the students' difficulties and the students need by using the questionnaire so the researcher can solve the students' difficulties to develop their English skills. The researcher discussed the result of questionnaire based on the data obtained from the students that have been given by the researcher.

The researcher also used interview to the headmaster and English teacher as respondent to get some information related with the objective of this study. The result of interview showed that headmaster and teacher have the great expectation of the developmental of the students' English ability.

### 3.2 Result of Need Analysis

Based on the result of students' questionnaire, the researcher found that most of students had high willingness to know English deeply moreover they want to master English. They want to develop their English ability better than before. Although, they realized that English is more difficult than other subject of academic studies. They had some difficulties in learning English, but they have motivated to learn English since the institution conducts English guide program that the objective was to create students' English competence.

**Table 5 :**  
**The Result Of Questionnaire About The Students Need Of The Development**  
**English Guide Book**

| No | Indicators   | Responds                | Total       | Percentage |
|----|--|-------------------------|-------------|------------|
| 1  | students' skill to be mastered                               | - Speaking              | 10 students | 20%        |
|    |  | - Reading               | 22 students | 44%        |
|    |  | - Writing               | 15 students | 30 %       |
|    |  | - Listening             | 3 students  | 6%         |
| 2  | Students' interest of learning English                       | - Very interest         | 34 students | 68 %       |
|    |  | - Interest              | 10 students | 20%        |
|    |  | - Less interest         | 6 students  | 12%        |
| 3  | Students' opinion of learning English                        | - Very difficult        | 27 students | 54 %       |
|    |  | - Difficult             | 16 students | 32%        |
|    |  | - Easy                  | 7 students  | 14%        |
| 4  | Students' opinion of mastered English                        | - Very important        | 23 students | 46 %       |
|    |  | - Important             | 20 students | 40%        |
|    |  | - Less important        | 7 students  | 14%        |
| 5  | Students' interest of English guide program                  | - Interest              | 18 students | 36 %       |
|    |  | - Very Interest         | 22 students | 44%        |
|    |  | - Less interest         | 10 students | 10%        |
| 6  | Students' opinion of previous English guide book             | - Very well             | 27 students | 24 %       |
|    |  | - Good                  | 16 students | 46%        |
|    |  | - Need Revision         | 7 students  | 50%        |
| 7  | Students' opinion of the materials in the English guide book | - Very interesting      | 13 students | 26 %       |
|    |  | - Interesting           | 17 students | 34%        |
|    |  | - Bored                 | 20 students | 40%        |
| 8  | Students' opinion of The materials that should be developed  | - All materials         | 23 students | 54 %       |
|    |  | - Some materials        | 15 students | 33%        |
|    |  | - Just little materials | 12 students | 13%        |
| 9  | Students' opinion of developing English                      | - need                  | 19 students | 38 %       |
|    |  | - very need             | 20          | 40%        |

|           |   |  |  |                    |
|-----------|---|--|--|--------------------|
|           | guide book by using GBA   | - Less needed  | students<br>11 students                            | 22%                |
| <b>10</b> | Students' interest of reading by using short text                   | - interest<br>- Very Interest<br>- Less interest                         | 13 students<br>27<br>students<br>10<br>students    | 26%<br>54%<br>20%  |
| <b>11</b> | Students' interest of reading by using long text                    | - interest<br>- Very Interest<br>- Less interest                         | 17 students<br>18<br>students<br>15<br>students    | 34 %<br>36%<br>30% |
| <b>12</b> | Students' need of vocabulary mastery and text reading comprehension | - Very important<br>- Important<br>- Less important                      | 29<br>students<br><br>15<br>students<br>6 students | 58%<br>30%<br>12%  |
| <b>13</b> | Students' interest of reading skills' activities                    | - Reading aloud<br>- Skimming and scanning<br>- Comprehension activities | 22<br>students<br>19 students<br>9 students        | 44 %<br>38%<br>18% |
| <b>14</b> | Students' interest of writing skills' activities                    | - Scramble word/sentence<br>- Fill in the blank<br>- Composing           | 27 students<br>7 students<br><br>16 students       | 54 %<br>14%<br>32% |
| <b>15</b> | Students' opinion of using picture, animation and photos            | - Very needed<br>- Need<br>- Less needed                                 | 28<br>students<br>15 students<br>7 students        | 56 %<br>30%<br>14% |

### 3.3 Section in The Product Materials

English guide book was a series of English book materials that provides the materials and exercises of English skills both Reading and Writing. This book used as guide book for the students of the first grade of Islamic Senior High School in Miftahul Qulub Polagan-Galis-Pamekasan. The objective of English guide book development was to create and trained English students' skill both reading and writing deeply so the students can develop it better than before. The development of English guide book material should be interesting for the



students both cover and content. The researcher decided to design the English book by choosing five chapters in these development materials.

**Table 6 :**  
**Book Mapping**

| Chapter | Title              |      | The Usage of Book  |
|---------|--------------------|------|--|
| 1       | Open Mind          | Your | Open your mind was the gateway that leads students to develop their reading and writing competency, and prepare their mind for the topic they are going to learn. This chapter discussed about some kinds of text such as narrative, descriptive, procedure and recount. it discuss some kind of text comprehensions with exercises and activities such both reading and writing skills. |
| 2       | Making Plan        |      | Making plan referred to the students planning of their activities, experiences of their plan that have been done, career and their future planning. The students could compose their plan of activities, holiday, educational progression, carrier and their future that will be reached by the students in the next time.   |
| 3       | Share Problem      | Your | Sharing my problem told about some kind of recount text that include students' unforgettable experiences, Adventures and their difficulties to learn English in written form. The students can share their problems of learning activities.  |
| 4       | Successful Figures |      | Successful Figures described about some heroin of Indonesia. Their struggle, motivation and meritorious service will give valuable contribution for students to follow their heroin dedicates.   |
| 5       | Lets' sing a song  |      | This section provided some song, proverb, and riddle to entertain the students and train their vocabulary mastery, creativity and indirectly their personal experience of the song, proverb and riddle.  |

## Conclusion

The objective of this research was to develop English guide book that used as supplementary of the students of the first grade of MA Miftahul Qulub, it had many weaknesses because it just focus of grammar competence so that the students can not develop their other skill such as reading and writing. There were some process of developing this English guide book that has been done by the researcher, they are need analysis of the students, headmaster and teacher. This book emphasized the English reading and writing skill development by using scientific approach that provided some kind of texts. The students could enrich their vocabulary mastery, reading comprehension, create their critical thinking related to the text that provides of the book, and practically develop their writing activities.

The result of development English guide book is appropriate with the students need and objectives of English guide program itself, exactly the level of students' difficulties, interest, and standards for the first grade of MA. Miftahul Qulub. It had properness to publish and applied as supplementary English guide book for the first students of MA. Miftahul Qulub Polagan Galis Pamekasan.

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