# English for Children: Teaching Material Model for Students of Primary School Teacher Education

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**ABSTRAK**

*Untuk meningkatkan kualitas pembelajaran bahasa Inggris di mata kuliah English for Children, mahasiswa memerlukan sumber belajar yang dapat meningkatkan keterampilan bahasa sesuai dengan karakteristik dan kebutuhan mahasiswa sebagai calon guru bahasa Inggris di Sekolah Dasar. Penelitian ini bertujuan mengembangkan model bahan ajar pada mata kuliah English for Children sesuai dengan kebutuhan mahasiswa di Program Studi Pendidikan Guru Sekolah Dasar. Penelitian dirancang dengan model pengembangan R&D. Penelitian menggunakan subjek uji coba dengan menjalankan uji validitas terhadap ahli bahan ajar, ahli materi, respon sepuluh mahasiswa pada ujicoba kelompok kecil dan duapuluh lima mahasiswa pada ujicoba kelompok besar. Pengumpulan data menggunakan instrumen angket dan dianalisis secara deskriptif kuantitatif dan kualitatif. Penelitian menunjukkan produk bahan ajar mulai dari bab 1 sampai bab 8 secara berurutan: 1) konsep teori bahasa Inggris yang terkait dengan pengajaran anak-anak; 2) konsep pengembangan rencana pembelajaran bahasa Inggris untuk anak-anak; 3) konsep karakteristik anak dalam belajar bahasa Inggris; 4) konsep pengajaran empat keterampilan bahasa Inggris (listening, speaking, reading, writing); 5) konsep pengajaran melalui lagu; 6) konsep pengajaran melalui cerita; 7) konsep pengajaran melalui permainan; dan 8) konsep pengajaran berbantuan teknologi. Hasil validator ahli bahan ajar, ahli materi serta hasil respon mahasiswa pada ujicoba kelompok kecil dan besar dikategorikan sangat valid sehingga bahan ajar English for Children layak untuk dapat dipergunakan.*

**ABSTRACT**

To improve the quality of English learning in English courses for children, students need learning resources that can improve language skills in accordance with the characteristics and needs of students as prospective English teacher in Primary School. The research aims to develop a model of teaching materials for the English for Children course in accordance with the needs of students in the Primary School Teacher Education Study Program. The research was designed using an R&D development model. This research used test subjects by carrying out validity tests on teaching materials experts, material experts, the responses of ten students in small group trials and twenty-five students in large group trials. Data was collected using a questionnaire instrument and analyzed descriptively, quantitatively and qualitatively. The research shows that the teaching material products from chapters 1 to chapter 8 are sequentially: 1) English theoretical concepts related to teaching children; 2) the concept of developing an English learning plan for children; 3) the concept of children's characteristics in learning English; 4) the concept of teaching four English skills (listening, speaking, reading, writing); 5) the concept of teaching through songs; 6) the concept of teaching through stories; 7) the concept of teaching through games; and 8) the concept of technology-assisted teaching. The results of the validator of teaching material experts, material experts and the results of student responses in small and large group trials are categorized as very valid so that English for Children teaching materials are suitable for use.
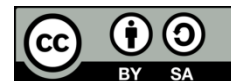
## 1. INTRODUCTION

The aim of Primary School Teacher Education is to produce teachers who will teach in primary schools. Students gain abilities and skills in various aspects of learning, including English. As prospective professional teachers in the future, Primary School Teacher Education students are expected to be able to use English actively, both orally and in writing. English is considered an important requirement for students to achieve academic and professional goals (Lash et al., 2020; Saifuddin et al., 2021). To become a competent teacher, prospective teachers begin their training as individual observers before completing their teaching practice. Teaching English in primary schools in an EFL context is also a current concern, although many students concentrate on teaching English as a foreign language in secondary schools. Not only high school students are designated as prospective teachers, but also primary school students (Komala & Nugraha, 2022; Setyaningrum & Purwati, 2020). Primary School Teacher Education students, as prospective teachers for primary school students,

must put more effort into preparing themselves to become high-quality teachers for young students. Apart from understanding pedagogy, students as prospective educators must be able to communicate well in class when teaching English. They must be able to use English as a communication tool both inside and outside the classroom and not only about English but how to use it in learning (Naghdipour, 2022; Nurul Aini et al., 2023). Primary School Teacher Education students can become professional teacher candidates who are proficient in primary school subjects and use English when teaching. English courses are given to Primary School Teacher Education students as preparation for teaching in primary schools. This is intended to support students' success as prospective primary school teachers in teaching English. For three semesters, the Muhammadiyah Tangerang University Primary School Teacher Education Study Program offers English language courses. It consists of an English course in the first semester, an English course for children in the fifth semester, and an English course for mathematics and science in the sixth semester. Students need teaching materials that can improve their abilities in learning languages (Afriana et al., 2016; Ota, 2018).

Every Primary School Teacher Education student at the Muhammadiyah University of Tangerang must take an English course for children. This course gives students an idea of how a future teacher would teach English to children in primary school or beginners. The aim of this lecture is to give students an understanding and ability about English teaching methods for children which include knowledge, insight, awareness, and skills. The material discussed includes the context of English language learning for children, how a child learns language, children's language development, the nature of children as language learners, children's English language development, and children's learning resources. Lectures are carried out through classroom activities, observations or field observations, and structured assignments inside and outside the classroom. The evaluation process is based on student participation in classes, assignments, and end-of-semester exams. This course gives students an idea of how a future teacher would teach English to children in primary school or beginners. The aim of this lecture is for students to understand and be able to apply the English language teaching approach to children as knowledge, insight, awareness, and skills (Basyoni et al., 2020; Nursalim, 2020). English learning for children includes English learning for special purposes. English language learning for adult learners is usually divided into two categories: English for General Purposes (EGP) and English for Specific Purposes (ESP), depending on what goals are to be achieved with the language. ESP learners are usually adults who have studied English before, their goal in learning English is to be able to carry out activities related to their work and to communicate about their professional skills (Rahman, 2015; Yulientinah et al., 2020). Therefore, learning objectives, needs and activities that require English are usually evaluated when developing ESP-based learning. For this specific purpose, English is taught to students so they can understand English used in academic environments for their studies.

To improve the quality of English learning in English courses for children, students need learning resources that can improve their language skills. Teaching materials are one of the learning components that play a very important role in the learning process and outcomes, and also help students do what they need to learn (Eriyanti, 2018; Öz, 2014). Design of materials that encourage students' interests and desires must be present when creating English teaching materials for children in Primary School Teacher Education (Hertiki, 2018; Wu et al., 2014). This research aims to develop English teaching materials for Primary School Teacher Education students because English language learning in the English for Children course must be adapted to the needs of Primary School Teacher Education students. Developing teaching materials that suit the characteristics and needs of students and can improve students' reading abilities can help overcome the problems above, which previously stated that the use of teaching materials makes teaching more effective because it allows students to participate actively in lessons, which in turn leads to improved learning outcomesc (Wahyuni et al., 2021; Wulandari et al., 2020). Teaching materials make learning more interesting, practical, realistic, and interesting. In addition, teaching materials allow teachers and students to participate actively and effectively in each lecture session. Teaching materials also provide opportunities to acquire knowledge and skills and foster self-confidence and self-actualization (Cong & Li, 2022; Santos et al., 2018). Several textbooks have been developed in research to assist the teaching and learning process at universities (Makrifah et al., 2024; Saifudin & Mubarok, 2020). Several researchers have previously developed special textbooks for ESP, including English for Islamic Religious Education (Kaptiningrum, 2024), English for Early Childhood (Ulya & Na'imah, 2022), and teaching materials for Basic English courses (Ramadhani & Izar, 2022). However, there has been no research that has found this specifically to develop teaching materials for the English for Children course for prospective primary school teachers. The novelty of this study is to specifically to develop teaching materials for the English for Children course for prospective primary school teacher. Therefore, this research aims to develop a model of teaching materials for the English for Children course in accordance with the needs of prospective English teachers in the Primary School Teacher Education Study Program.

## 2. METHOD

This research was carried out in the Primary School Teacher Education Study Program, the Faculty of Teacher Training and Education, Muhammadiyah University of Tangerang. This research was designed with a development model (research and development) or R and D cycle with the Borg & Gall model, this is a process strategy or procedure for creating new products or improving existing products (Suherman et al., 2019). This model starting from needs analysis, data collection, product design, design validation, design revision, product testing in small groups and large groups, and mass production. In needs analysis, the data collected consists of respondents' opinions or suggestions written in the section provided in the questionnaire as well as scores of respondents' answers to each statement in the questionnaire with 29 items representing six research variables: learning objectives, topics, exercises, learning activities, learning media, and assessment. These objectives are used to determine student needs. Table 1 shows the analysis questionnaire grid used.

**Table 1.** Needs Analysis Questionnaire Grid

| No | Variable | Indicator |
|----|----------|-----------|
| 1 | Learning objective | Understanding concepts: teaching children; techniques for developing English learning plans for children; and English learning methods and media for children. |
| 2 | Topic | Concept: theory of teaching children; child characteristics; listening teaching for children; teaching speaking to children; teaching reading to children; teaching writing to children; teaching English to children using songs; teaching children English using games; vocabulary teaching for children; grammar teaching for children; teaching English to children through stories; teaching English to children using technology; and English language assessment for children. |
| 3 | Exercise | Essays, practice, and simulations |
| 4 | Learning Activity | Direct explanations from lecturers, discussions, presentations, and self-study. |
| 5 | Learning media | Textbooks, PowerPoint, and posters. |
| 6 | Assessment | Assessments are carried out at the end of each topic. |

Base on Table 1, the data collected consists of opinions or suggestions from material experts and teaching material experts written in the section provided in the questionnaire as well as scores of respondents' answers to each statement in the questionnaire. Table 2 and Table 3 show the rubric grid for the teaching materials expert and material expert instruments.

**Table 2.** Teaching Material Expert Instrument Rubric

| No | Variable | Indicator | Question number |
|----|----------|-----------|-----------------|
| 1 | Appropriateness of content | Suitability of the examples given | 4 |
|  |  | The content of teaching materials is appropriate to the student's context | 5 |
|  |  | Exercises cover material in each unit | 6 |
|  |  | Assignment models vary | 7 |
|  |  | Suitability of cover to teaching materials | 10 |
| 2 | Language | Clarity of sentence structure | 2 |
|  |  | Clarity of the language used | 3 |
| 3 | Presentation | The order of presentation of teaching material components | 1 |
|  |  | Clarity of question construction | 8 |
|  |  | Systematic suitability of presentation | 13 |
|  |  | Layout/layout of teaching materials | 14 |
| 4 | Graphics | Cover appeal | 9 |
|  |  | Color appeal | 11 |
|  |  | Suitability of the illustrations used | 12 |
|  |  | Variations in font size and type | 15 |

**Table 3.** Material Expert Instrument Rubric

| No | Variable | Indicator | Question number |
|----|----------|-----------|-----------------|
| 1 | Appropriateness of content | Suitability of material to learning objectives | 1 |
|  |  | The suitability of the examples given | 7 |

| No | Variable | Indicator | Question number |
|----|----------|-----------|-----------------|
| | | Suitability of training to targeted competencies | 8 |
| | | The level of difficulty of the exercise matches the student's abilities | 6 |
| | | Conformity of evaluation to targeted competencies | 9 |
| 2 | Language | Clarity of sentence structure | 2 |
| | | Clarity of the language used | 3 |
| 3 | Presentation | Appropriateness of the image illustrations used | 4 |
| | | Clarity of assignment practice instructions | 10 |
| | | There is a reflection on the material studied | 5 |

Trials on the development of teaching materials were carried out on material experts, media experts and students, 10 students each in small groups and 25 students in large groups. To collect data, a non-test questionnaire was used. Validators and individual test subjects receive questionnaires from teaching materials experts and material experts to determine the suitability of teaching materials. Meanwhile, individual trials were carried out to determine the suitability and attractiveness of teaching materials for the English for Children course. Quantitative and qualitative descriptive analysis are the two data analysis techniques used. Quantitative descriptive analysis organizes data from expert validation and individual response test questionnaires in the form of descriptive percentages made using a Likert scale in Table 4.

**Table 4.** Scoring Scale

| Criteria | Score |
|----------|-------|
| Very good | 5 |
| Good | 4 |
| Average | 3 |
| Less | 2 |
| Poor | 1 |

From the analysis results, it will be concluded whether the teaching materials are good or not using a Likert Scale with criteria that can be seen in Table 5.

**Table 5.** Scoring Scale

| Criteria | Score |
|----------|-------|
| 0%-20% | Very good |
| 21%-40% | Good |
| 41%-60% | Average |
| 61%-80% | Less |
| 81%-100% | Poor |

## 3. RESULT AND DISCUSSION

**Result**

*Needs Analysis*

In English for Children courses, a needs analysis is needed to ensure that the language taught is truly appropriate to the field the student will study. Based on the results of the needs analysis showed that students need an understanding of theories about teaching children, English learning plans for children, characteristics of children in learning English, and how to teach four English skills—listening, speaking, reading, and writing—with songs, stories, games, and the help of technology. Additionally, students need different types of practice and learning activities. They also need learning media such as textbooks and learning assessments that are carried out after the topic has been studied.

*Product Design*

The type of teaching material in the English for Children course is in the form of a textbook with the title Teaching English to Children: A Skilled Practical Guide to Teaching English to Children. This textbook includes three main parts: the beginning, the main part, and the end. The initial part consists of the textbook cover, foreword, and table of contents. The core section contains teaching materials. Meanwhile, the closing section consists of a bibliography and glossary. To get a complete picture of the textbook, the diagram can be depicted as show in Figure 1.
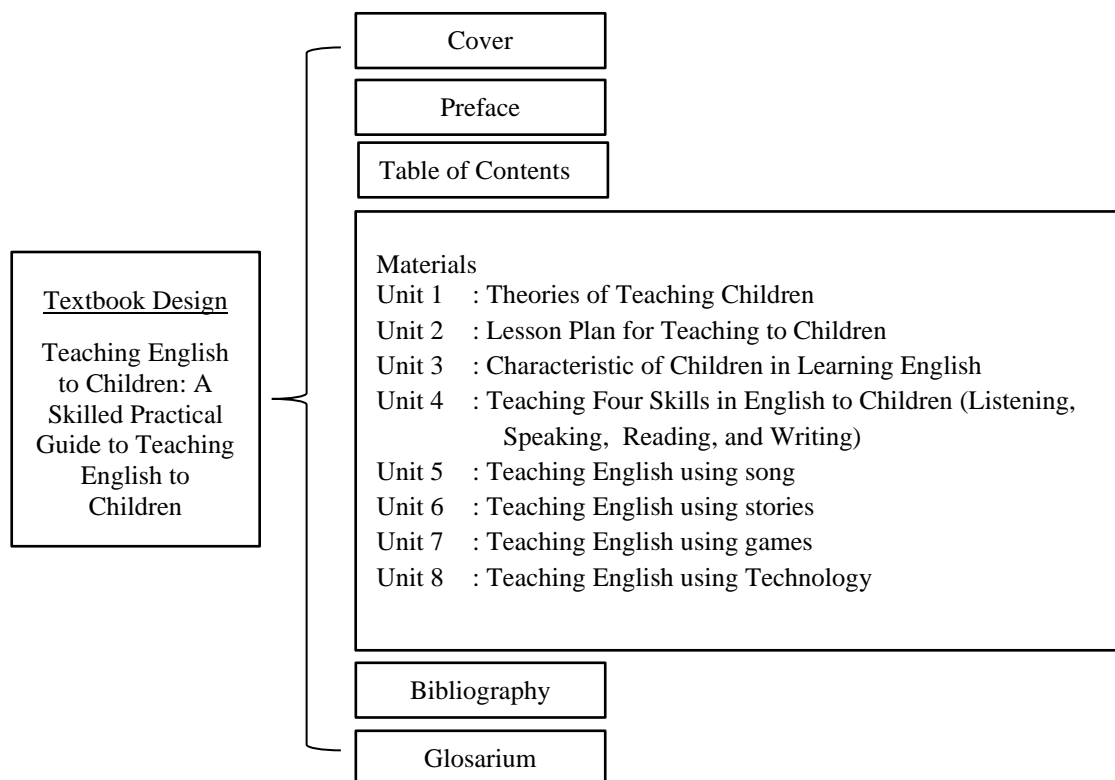
**Figure 1**. Design of Teaching Materials for the English for Children Course

***Product Validation***

In this step, expert review, expert validation, and small and large trials are carried out. The following presents the results of a recapitulation of data collection from responses from teaching materials experts, material experts, and small trials and large trials regarding English for Children teaching material products. To achieve this goal, researchers used two validators to evaluate the quality of textbooks. Validation result by teaching materials experts were showed in Table 6.

**Table 6.** Validation Results by Teaching Materials Experts

| No | Aspect | Validation score | Category |
|----|--------|------------------|----------|
| 1 | Appropriateness of content | 85.3% | Very good |
| 2 | Language | 88% | Very good |
| 3 | Presentation | 90.6% | Very good |
| 4 | Graphics | 84% | Very good |
| | **Percentage** | **347.9%** | **-** |
| | **Average percentage** | **86.9%** | **Very good** |

Base on Table 6, teaching materials were tested using a five-scale questionnaire containing fifteen statements categorized into four categories: suitability of content, language, presentation, and graphics. The results of the expert validation of teaching materials above show that the research team got an average score of 86.9% for early stage product development. This shows that the product can be categorized as feasible and can be tested. Validation results by material experts are shown in Table 7.

**Table 7.** Validation Results by Material Experts

| No | Aspect | Validation score | Category |
|----|--------|------------------|----------|
| 1 | Appropriateness of content | 86% | Very good |
| 2 | Language | 88% | Very good |
| 3 | Presentation | 90% | Very good |
| | **Percentage** | **264%** | **-** |
| | **Average percentage** | **88%** | **Very good** |

Base on Table 7, to evaluate the teaching materials in this research, an assessment format in the form of a five-scale questionnaire was used. This questionnaire contains ten statements categorized into three categories: appropriateness of content, use of language, and presentation. The results of the material expert validation above show that the research team carried out early-stage product development with an average score of 88%. This shows that the product can be categorized as feasible and can be tested. After product validation is complete, the results showed that the learning material met the learning eligibility standards and was in the very good category. The results of the feasibility assessment carried out by validators of teaching material experts and material experts showed that they are included in the very good category with a score of 86.9% for the teaching material expert assessment and a score of 88% for the material expert assessment. After receiving feedback and assessments from teaching materials experts and material experts, researchers revised the initial product by considering suggestions and improvements from the expert team above. The results of the material expert's assessment stated that the cover and typeface had to be improved to make it easier to read, and the teaching material expert's assessment stated that the concepts in each unit had to be accompanied by various references.

*Test Results*

When development trials are carried out in small groups and large groups, respondents are asked for their responses to the products that have been developed. Student responses to the use of teaching materials for the English for Children course aim to obtain information and input regarding the design of the final product. Student results from large-group and small-group trials are shown in Table 8.

**Table 8.** Response Results by Students in Small Group Trials

| No | Aspect | Validation score | Category |
|----|--------|------------------|----------|
| 1 | Appropriateness of content | 88% | Very good |
| 2 | language | 92% | Very good |
| 3 | Presentation | 90% | Very good |
| 4 | graphics | 96% | Very good |
| | **Percentage** | **366%** | **-** |
| | **Average percentage** | **91.5%** | **Very good** |

Bae on Table 8, small group trials were carried out on ten students. Draft teaching materials revised and declared appropriate by experts are distributed before the trial begins. Then a brief explanation of the lesson material is given. After that, students are given time to view and read the draft teaching materials. At the same time, they were given a questionnaire with a 5 scale containing fifteen statements arranged in four categories: appropriateness of content, use of language, presentation, and graphics. The results above show that the teaching materials are in the very feasible category, with an average score of 91.5% of students who responded to the teaching materials in small groups. Response results by students in large group trials is show in Table 9.

**Table 9.** Response Results by Students in Large Group Trials

| No | Aspect | Validation score | Category |
|----|--------|------------------|----------|
| 1 | Appropriateness of content | 86% | Very good |
| 2 | Language | 94% | Very good |
| 3 | Presentation | 90% | Very good |
| 4 | Graphics | 92% | Very good |
| | **Percentage** | **362%** | **-** |
| | **Average percentage** | **90.5** | **Very good** |

Base on Table 9, this large group trial involved 25 students. Starting with the distribution of the draft teaching materials which has been revised and declared appropriate by experts, the trial continues with a brief explanation of the contents of the module. Students are given time to view and read drafts of teaching materials. After that, they were given a questionnaire with a 5 scale containing fifteen statements grouped into four categories: appropriateness of content, use of language, presentation, and graphics. The test results showed that English teaching materials for children for Primary School Teacher Education students have been made well. Student responses to teaching materials in the small group were in the very appropriate category with an average score of 91.5%, and in the large group, the teaching materials were in the very appropriate category with an average score of 90.5%. These results encouraged the research team to carry out revisions and produce final results from the development of teaching materials for the English for Children course aimed at fifth-semester students at the Teacher Training Faculty of Education in the Primary School Teacher Education study program.

**Discussion**

Every Primary School Teacher Education student at the Muhammadiyah University of Tangerang must take an English course for children. To improve the quality of English learning in English courses for children, students need learning resources that can improve their language skills (Ninsiana & Nawa, 2019; Puspita & Rosnaningsih, 2023). Therefore, researchers develop teaching materials that suit the characteristics and needs of students as prospective English teachers in Primary Schools. Students need ESP-based teaching materials in the English for Children course. As is known, needs analysis can be carried out in secondary schools, as carried out by (Zidni et al., 2023), and in universities, as done by (Shalatska et al., 2020). The results of the analysis of Primary School Teacher Education student needs showed that students need material for learning English in primary schools. Primary School Teacher Education students whose main goal is to become educators must receive material on how to teach English to children/ Teaching English to Young Learners, which must adapt their learning to the child's character by using media to support enjoyable English learning (Garton & Copland, 2018; Rofi'ah et al., 2021).

Students also really need an understanding of theories about teaching English to children through fun activities, the ability to plan English language learning for children, understanding the characteristics of children in learning English (Basyoni et al., 2020; Cooper & Sánchez, 2016), and how to teach four English skills with songs, stories, games, and help technology (Bosica et al., 2021; Rohmah & Bukhori, 2020). In addition, students need various types of exercises and learning activities. They also need learning media such as textbooks and learning assessments that are carried out after the topic has been studied. Teaching materials are a very important component that must be available during the teaching and learning process. Lecturers always try to match resources with students' needs, so that the material is created by them. They do this by selecting, revising, and adding material to their classes. In addition, they assess the material from time to time based on student responses (Dzo'ul Milal et al., 2020; Mardiana, 2020). Students as prospective teachers in elementary schools really want to improve their abilities in teaching English. They also show an increased ability to make the use of technology in education meaningful and teaching enjoyable. This is shown by their desire to teach English to younger students (Century et al., 2020; Sakkir et al., 2020). The research results showed that English for Children teaching materials for students in Primary School Teacher Education Study Programs are needed and suitable for use. This is seen from several aspects, including appropriateness of content, use of language, presentation, and graphics. The use of teaching materials is good and suitable for use as learning teaching materials, however, there are a few suggestions and input regarding the cover, typeface, and concept for each unit in the teaching materials which must be accompanied by various references. This research implies that it is hoped that this teaching material model can be used as a reference to develop a wider scale by adding research topics and participants to the teaching material, as well as helping students understand the learning material presented through the teaching material.

## 4. CONCLUSION

Based on the development and testing of teaching materials that have been developed, it can be concluded that the type of teaching materials in the English for Children course is in the form of a textbook with the title Teaching English to Children: A Skilled Practical Guide to Teaching English to Children. This product was declared suitable for use as learning teaching material, where this can be proven by assessment by two experts and students response who received a very good percentage with very feasible criteria. It is recommended that students use teaching materials in the English for Children course, especially in the Primary School Teacher Education Study Program. This research can also be used as a reference for further research in developing teaching materials to make them more creative and interesting.

## 5. ACKNOWLEDGE

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