

## WHOLE LANGUAGE APPROACH; TEACHING ENGLISH LANGUAGE FOR PRIMARY STUDENTS

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### Abstract

This research employs research by development aims to develop a practical model and useful teaching material for primary teacher education based on whole language approach in English teaching elementary school teacher education. In elementary school teacher education we conducted this research because they have not a book using practical model with whole language. The approach of this research and the methodology is using the development model from Borg and Gall and Dick and Carey models, the research is conducted in the primary teacher education and used four stages development of teaching materials product namely (1) exploration (preliminary studies and needs analysis); (2) draft development (planning and development of initial product form); (3) development stage of evaluation instrument, field test and product revision (One-to-one evaluation experts and significant product revisions, small group evaluation and product operational revisions, field trials and final product revisions); (4) finalization stage (final product refinement and product dissemination). The research data is collected through three instruments namely questionnaires, interviews, and formative tests to measure the mastery of English teaching materials for primary school teacher education. The result of this study produced a model of English language teaching products for elementary school teacher based on a whole language approach that can be used as teaching material for Basic English to Elementary school student courses in the Primary School Teacher Education study program. The results obtained a product model of English teaching materials for primary school teacher education based on the whole language approach.

**Keywords:** Research by Development Model , English language teaching, Primary teacher education, whole language.

### 1. Introduction

This paper aims to develop a practical model and useful teaching material for primary teacher education based on whole language approach in English teaching elementary school teacher education. Traditional methods of language teaching have dominated English teaching practices for a very long time in Asia (Pan Ling, 2012). Thus, English language learning in primary teachers' education devoted to equipping students with educational studies of elementary School teachers with the skills able to assist in the implementation of English learning in primary schools is needed and realized in the module entitled "Teaching English at Elementary School." The module is a part of English for Specific Purposes (ESP) which has different characteristics from English courses that also given as general basic courses (Aljiffri, 2010). These four strands of teacher characteristics, learner characteristics, learning setting and the target language as well as the first language of the learners must all be interwoven in positive ways. The teaching materials used in the module "Teaching English at Elementary School has not fully facilitated the achievement of learning

objectives as stated above, and more general English contexts (Sakhiyya, 2018). English language teacher education curriculum is selected as a key point of entry to look at the knowledge base within the shifting epistemology of English teaching and learning. The whole language approach is based on a constructivism, stating that children form their own knowledge through an active role in learning as a whole and integrated. The whole language approach is chosen because it emphasizes that language learning complete all aspects of language skills. Language skills presented in a coherent unity between listening, reading, speaking, writing, and linguistic elements. Teaching about the use of punctuation, for example, can be taught in connection with writing skills. Likewise reading skills can be taught along with speaking skills, literary skills can be presented together with the learning of reading and writing or speaking. In the whole language approach, language learning can also be presented at the same time with other subject, for example, math language, social language, science language, religion language. Everything that is presented proportionally could make the learning objectives achieved (Hakan, 2014 and Alhaddad, 2014). The whole language theoreticians strongly imply that all aspects of language are interrelated and intertwined so that children could learn from the whole parts. Herlina, Ika [2020], Whole language provided learning facilities based on the understanding that kids learn naturally full joining.

The whole language approach is based on the concept of constructivism which states that children form their knowledge through their active role in whole and integrated learning. The whole language learning approaches demands the learning process of integrated language skills with other aspects. An approach that refers to learning to do - learning while working and cohesiveness, authenticity underlies the whole language approach. In the whole language class of student-centered learning, the teacher functions as a facilitator and mediator. For this reason, the research team is encouraged to conduct research and development of English language teaching materials models that suitable for the needs of elementary school teacher education students based on a whole language approach (Tambunan., Hamied, & Sundayana, 2018). Teacher motivation should be a significant concern in developing education in a country. Challenges like unbalanced distribution of teachers, especially in the developing country, like Indonesia, and the low levels of motivation among teachers need to be addressed by maintaining motivation among them.

## **2. LITERATURE REVIEW**

### **a. English Language Learning in Indonesia**

Teachers without English background English teachers who have no prior English background are those who did not undertake a major in English during their pre-service teacher education. They come from three pools of the education system: (1) SPG (Sekolah Pendidikan Guru/ School for Teacher Education); (2) PGSD (Pendidikan Guru Sekolah Dasar/ Primary School Teacher Education); and (3) general undergraduate programmes such as Physics, Mathematics, Biology, among others.

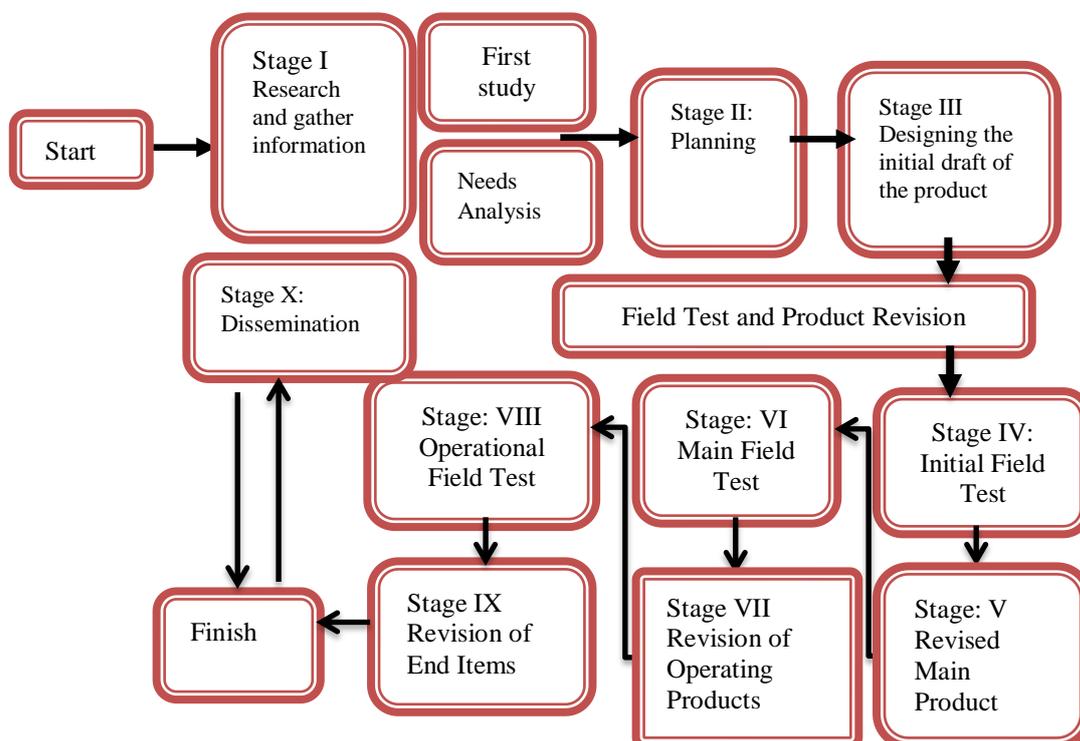
### **b. English Language Learning based on primary students in Indonesia**

The whole language approach has used in language learning in countries such as the United States, Australia, Malaysia and Indonesia. In Indonesia, this comprehensive language approach has been used at various levels of school, especially in kindergarten and

elementary school. The whole language approach based on the concept of constructivism states that children form their knowledge through their active role in whole and integrated learning. Children are motivated to learn if they see that what they learn is meaningful to them. Adults, in this case, the teacher, are obliged to provide an environment in which the learning methodology supports students to learn well. The function of the teacher in the whole language class changes from the information dissemination function to the facilitator (Lamme & Hysmith, 1993). Furthermore, the components of a whole language approach that can be used are: Read aloud, write journals, continuous reading, shared reading, guided writing, guided reading, independent reading and independent writing (Hubackova 2015), (Routman,1991; Fisher, 1998 p. 67-70; Goodman, 2005 p. 43). There are seven characteristics that indicate the class is using whole language approach, namely: (1) Classes that apply the whole language approach full of printed matter; (2) Students learn through models or examples; (3) Students work and study according to their level of development; (4) Students learn to share responsibility in learning; (5) Students are actively involved in meaningful learning; (6) Students dare to take risks and free to experiment; (7) Students receive positive feedback from both the teacher and his friends. These seven characteristics indicate that students play an active role in learning. The teacher does not need to stand in front of the class delivering the material. As a facilitator, the teacher walks around the classroom observing and recording student activities. In this case, the teacher assesses students informally. The teacher also acts as a mediator, director, and assistant to student. Thus, the role of the teacher is getting lighter, not tired because of the flow of the learning process dominated by the student learning process.

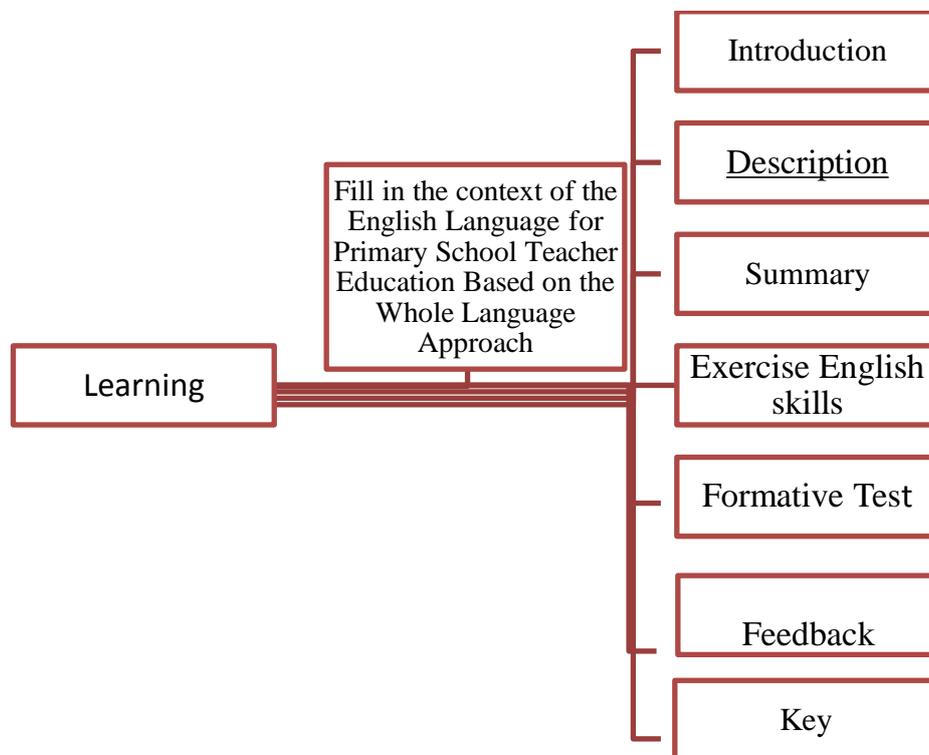
**METHOD**

The methodology used in this research is research development by Borg and Gall model and Dick and Carey model. Borg and Gall and Dick and Carey stated that R&D refers to these steps (1) preliminary study; (2) planning; (3) model development; (4) initial model review; (5) revision of initial model; (6) limited; (7) revised model of trial results; (8) broad trials; (9) model finalization; (10) dissemination and model implementation:



### Design of Teaching Materials

English teaching materials for elementary school teacher education based on a whole language approach development is made in the form of modules (Widodo and Jasmadi 2008). The instructional material developed must have several characteristics, namely: 1) Self-instructional; teaching materials can make students able to self-taught with developed modules. Therefore in the teaching material, the goals must be clearly defined, both the final goals and the intermediate goals. Learning material should ideally pack into more specific units or activities. 2) Self-contained, all learning material from one competency unit or sub-competency included in one teaching material as a whole. 3) Stand-alone, meaning that the instructional material developed does not depend on other teaching materials or does not have to used together with other teaching materials. 4) Adaptive, meaning that teaching materials should have high adaptability to the development of science and technology. 5) User-friendly, meaning that every instruction and information disclosure that appears to helpful and friendly with the user, including the ease of the user in responding, accessing as desired. The content structuring model of teaching materials as stated above consists of several lessons in which each learning consists of an introduction, exposure, summary, training aimed at training all four English language skills (listening, speaking, reading and writing) as characterized by the whole language approach, formative testing, feedback and critical answers as can be seen in the figure 2 below:



**Figure 2. Draft English Language Teaching Materials for Primary School Teacher Education based on the Whole language approach.**

The steps of research and development used in this study is an adaptation from Borg and Gall models. Development of teaching materials products conducted in four stages (1) exploration stage; preliminary studies and needs analysis, (2) draft development stage;

planning and development of initial product form, (3) development stage of evaluation instrument, field test and product revision; One-on-one evaluation experts and significant product revisions, small group evaluation and product operational revisions, field trials and final product revisions, (4) finalization stage; final product refinement and product dissemination. The research data is collected through three instruments namely questionnaires, interviews and formative tests.

## Results Discussion

Draft model is conducted based on input and assessment from respondents on the design of instructional materials development. Therefore the drafting of teaching materials in the "Teaching English to Students of Elementary School" module was conducted based on the basic framework that has been made previously that the material development guidelines contained the detailed information for each basic component that exist in the module. The draft model 1 describes the dimensions of the content and characteristics of the teaching materials development as can be seen in figure 3 below:

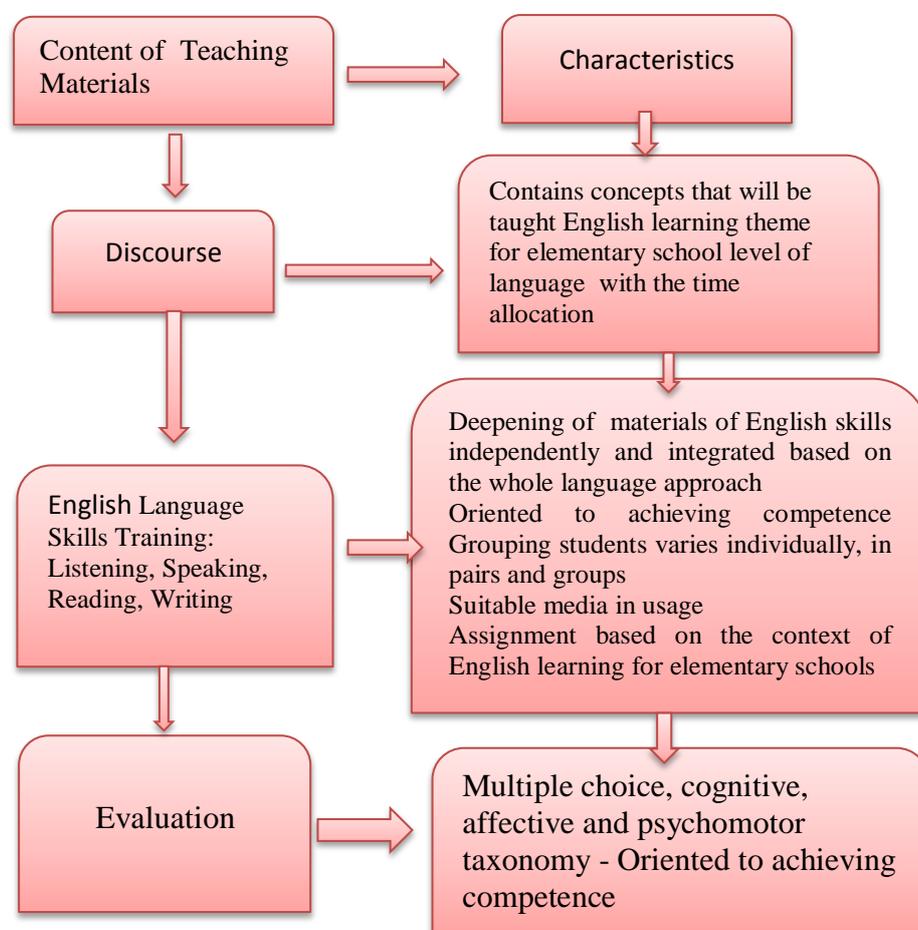


Figure 3. Draft Model

**Content of Teaching Materials;** It is include with the characters of the students, Contains concepts that will be taught English learning theme for elementary school level of language with the time allocation

**Discourse;** Contains concept that will be taught English learning theme for elementary school level of language with the time allocation.

**English Language Skills Training; Listening, Speaking, Reading, Writing,**

Contains deepening of materials of English skills independently and integrated based on the whole language approach, oriented to achieving competence Grouping students varies individually, in pairs and groups, suitable media in usage, assignment based on the context of English learning for elementary schools.

**Evaluation;** Include the kinds of multiple choice, cognitive, affective and psychomotor taxonomy - Oriented to achieving competence.

### Content Dimensions

The content of dimensions of each learning module in English teaching materials for elementary school teacher education based on a whole language approach to learning. In the "Teaching English to Students of Elementary School", the development consists of discourse, training, and evaluation. Organizing teaching material into each learning module applies equally to the learning sections, one learning module to five learning modules. The extent of the material in each unit of learning is not the same. This results in the number of meetings needed to complete the material in each unit of learning are not the same or it depends on the demands of the competencies that need to be developed. The discourse unit available for all learning modules functions the same as the necessary training for all four English language skills based on a whole language approach. The orientation of language skills served through the use of the reading and listening discourse. While grouping students in understanding discourse can vary individually, in pairs and groups. The distribution of topics in each learning module can be seen in the following table:

Table 1. Distribution of discourse Topics in English Language Teaching Material Products

Learning Module	Discourse Topics
<b>Learning one</b>	Introduction
<b>Learning two</b>	English Language Learners Primary School
<b>Learning three</b>	Primary School English Teacher
<b>Learning four</b>	Learning English Skills in Primary Schools
<b>Learning five</b>	Approaches, Methods and English Language Learning Techniques for Primary Schools

The training unit in each learning module contains the four components of English language skills, namely listening, speaking, reading and writing based on the Whole Language approach. The form of giving English language skills training to each unit of learning is not similar in each unit of learning following the nature of the discourse that preceded it. There is a learning unit that provides training in English skills individually/ independently there also learning units that provide integrated skills. The table below shows the various forms of training given to each learning unit:

Table. 2 Variations in Forms of Training in Each Unit of Learning Module

Learning Module	English Language Skills Exercises
<b>I. Introduction</b>	-
<b>II. Learning Teacher for elementary school</b>	Integrated listening, speaking, reading and writing skills exercises
<b>III Language Learners Primary School</b>	integrated listening, speaking, reading and writing skills exercises
<b>IV. Learning skill at elementary school</b>	<ul style="list-style-type: none"> <li>- listening skills exercises</li> <li>- Speaking skill exercises</li> <li>- Reading skill exercises</li> <li>- Writing skill exercises</li> </ul>
<b>V. Approaches, Methods and English Language Learning Techniques for Primary Schools</b>	<ul style="list-style-type: none"> <li>- Integrated listening, speaking, and reading skills exercises</li> <li>- writing skills exercises</li> </ul>

### Dimension of Characteristics

The characteristics of discourse in the English teaching material model for elementary school teacher education based on the whole language approach entitled “Teaching English to Students of Elementary School” developed four characteristics. The module contains conceptions that will teach the themes of English learning for elementary schools, moderate language levels, and portion of time learning. The discourse used in the English teaching material model has a variety of substances as reflected in the topic. There are some substantive discourses concerning scientific information while some other discourses on the substance concerns skills. However, even though the substance of the discourse varies, the discourse in this teaching material only focus on the learning of English for elementary schools, which is predominantly the main discussion of discourse, as well as in the examples or illustrations used.

### Evaluation

The evaluation characteristics developed in this teaching material is related to its content in the form of conception questions that measure cognitive and affective knowledge aiming to the fulfillment of targeted competencies in the form of multiple choice. This evaluation section followed by critical answers and follow-up instructions so that users of instructional materials know whether they have achieved the expected competencies and know what efforts must they make if they have or have not achieved the expected competencies.

### Final Model

The model is developed through a series of stages of field testing and expert evaluation to see the feasibility and effectiveness of teaching material models. This resulted in changes in the framework of “Teaching English to Students of Elementary School”, an English teaching material models for elementary school teacher education based on the whole language approach.

**Table 3. Content of English Language Teaching Material Products**


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Foreword

Table of contents

Learning one: Preliminary

I. Objectives and Benefits

II. Scope

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Learning Two: Primary School English Learners

I. Preliminary

II. Characteristics of Elementary School Learners in English

III. Factors Affecting Elementary School Learners in Learning English

IV. Summary

V. Exercises

VI. Formative Test

VII. Feedback and Follow-Up

VIII. Answer key

IX. Bibliography

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Learning 3:

English teacher at an elementary school

I. Preliminary

II. Criteria for English Teachers in Primary Schools

III. Main Tasks of English Teachers in Primary Schools

IV. Summary

V. Exercises

VI. Formative Test

VII. Feedback and Follow-Up

VIII. Answer key

IX. Bibliography

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Learning 4:

Learning English Skills in Elementary Schools

I. Preliminary

II. Learning English Vocabularies in Primary Schools

III. Listening Skills Learning in Elementary Schools

IV. Speaking Skills in Elementary School

V. Reading Skills Learning in Elementary Schools

VI. Writing Skills Learning in Elementary Schools

VII. Summary

VIII. Exercises

IX. Formative Test

X. Feedback and Follow-Up

XI. Answer key

XII. Bibliography

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**Learning 5:****Learning Approaches, Methods and Techniques for Primary Schools**

- I. Preliminary
- II. The Nature of the Approach, Method, and Technique in Language Learning
- III. Whole Language Approach (The Whole Language Approach)
- IV. Summary
- V. Exercises
- VI. Formative Test Feedback and Follow-Up
- VII. Answer key
- VIII. Bibliography

**Test Results of Teaching Material Model Products**

To see the feasibility of teaching materials, several evaluations/tests were carried out to provide validation for “Teaching English to Students of Elementary School” based on the whole language approach. The purpose of this stage to prepare appropriate teaching materials according to the insight of the users of instructional materials (English lecturers on the education program of elementary school teachers and students of elementary school teacher education programs) based on field facts. Validation carried out with experts by using an open questionnaire instrument. After the revision has been carried out, the validation continued with one-on-one evaluation with the readability test instrument in the form of a cloze test, followed by a small group evaluation. with readability test instrument teaching material in the form of a gap test.

**Expert Validation Results**

The first evaluation was conducted to look at the feasibility of English teaching materials for elementary school teacher education based on the whole language approach entitled “Teaching English to Students of Elementary School” that has been developed by doing expert validation with teaching material product assessment instruments developed by Cunningswort cited by Richards (2017,p.274-276). He stated that there are seven aspects of feasibility of teaching materials that become the reference of assessment of a teaching material which are goals and approaches, design and organization, language content, skills, topics, methodologies and practical considerations.

- The first aspect were assessed by six indicators, namely 1) the relevance of the objectives to the program objectives, 2) suitability with the learning situation, 3) the content compared to what needed, 4) the status as a learning resource for lecturers and students, 5) flexibility, 6) whether or not to follow different learning styles and learning.
- The second aspect were assessed by five indicators, namely (1) whether or not the content structured according to structure, function, topic and skills, (2) the accuracy of the order of contents from the easy to the difficult, (3) the availability of material for learning independently, (4) the ease of obtaining things (material/media) needed around the users of teaching materials, and (5) the suitability of the layout of teaching materials with the contents of teaching materials and users of teaching materials.
- The third aspect were assessed by two indicators, namely (1) the correctness of the English grammar used, and (2) the feasibility of the material for vocabulary learning regarding the quantity and range of vocabulary.

The fourth aspect assessed by four indicators, namely (1) the adequacy of the development of the four English language skills included in the teaching material, (2) the availability of material for integrating work skills, (3) whether or not the reading section and activities related to the level and interest users of teaching materials and (4) the adequacy of the reading and related activities.

- The fifth aspect were assessed by five indicators, namely (1) the attractiveness of teaching material topics (2) the adequacy of variations and the range of topics, (3) the usefulness of topics in developing user awareness of teaching materials and enriching their experiences, (4) the sophistication of their contents even though the user level teaching materials and (5) the content abilities displayed to make users of teaching materials can relate social and cultural contexts.
- The sixth aspect which is the teaching material methodology were assessed by twelve indicators, namely (1) the appropriateness of the approach used in teaching and learning situations, (2) emphasizing learning in the context of the life of the users of teaching materials, (3) the availability of adequate training to sharpen reading skills (4) the availability of adequate training to hone guided reading skills (5) the availability of adequate training to hone shared reading skills (6) the availability of adequate training to hone independent reading skills (7) the availability of adequate training to hone the heart reading skills sustainable (8) availability of adequate training to hone guided writing skills, (9) availability of adequate training to hone independent writing skills (10) availability of adequate training to hone journal writing skills (11) availability of follow-up parts that can a guide for users of teaching materials in reflecting competencies that have or have not achieved and (12) availability of authentic assessments in teaching materials.
- The seventh aspect which is the practical consideration of teaching materials were assessed by two indicators, namely (1) attractiveness/activism of the appearance of teaching materials for users of teaching materials and (2) the possibility of obtaining learning support equipment. Results of the first questionnaire from the experts validation on the first indicator showed that the teaching materials were too large therefore changes are needed.

### **Objectives**

Revisions of the aspects of the objectives and approaches of this teaching material is conducted in order to fulfill the third feasibility indicator which is an indicator of the content of teaching materials that is compared to students need. In this indicator, the experts provide notes to sharpen the “vocabulary” given in the four lesson topics and examples of activities and clarifies the descriptions given. Below are the example of revision of the description contained in the four learning:

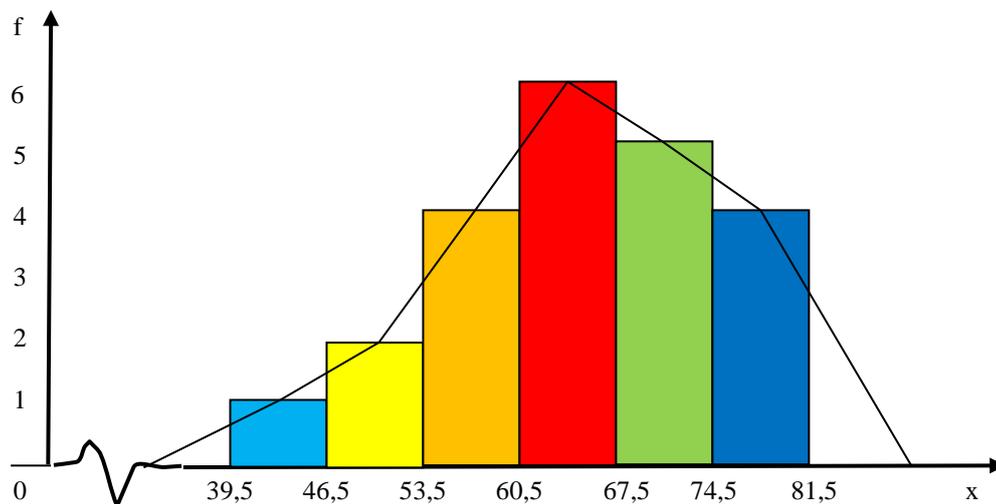
### **Teaching Materials**

There are two revisions to the design and organization aspects of this teaching material. The first revision is to fulfill the second feasibility indicator about the accuracy of the order of material; the experts provide input that learning should be sequentially from the easier to the more difficult material. Based on the experts' input, the order of instructional material starts from the introductory material and followed by English language learning material for primary school, English teaching material in elementary school, learning English language skills in elementary schools and finally the approaches, methods, and techniques of language learning English for elementary school.

### Results of Mastery Tests for Teaching Material

Before the test was conducted, it first tested on a limited scale by using the module "Teaching English at Elementary School" in the Elementary School Teacher Education Program. The test was conducted in eight meetings on one class with a total of thirty-five students. Learning preceded by a pre-test and ends with a post-test. The pre-test and post-test questions were also tested for validity and reliability with SPSS before being used. Then the test was conducted on twenty-two students of the Primary School Teacher Education Program without involving students from the one-on-one evaluation and small group evaluation.

Histogram and Polygon Field Test Results of Pre-Test Mastery Score in English Language Teaching Materials for Primary School Teacher Education based on the Whole Language Approach "Teaching English to Students of Elementary School"

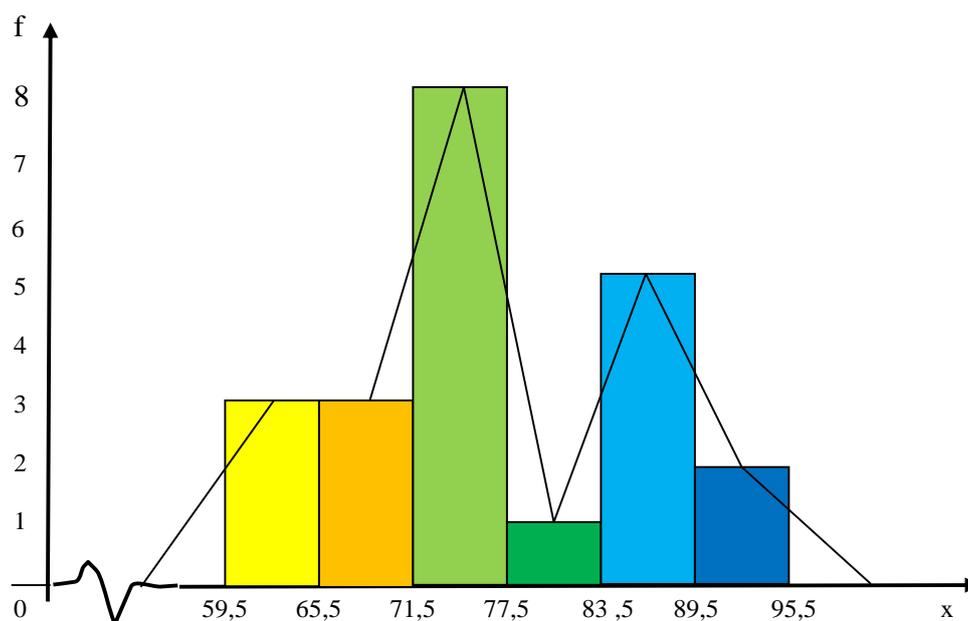


**Table 4. Field Test Results**  
Score Results of Pre-Test Mastery of English Language Teaching Materials for Primary School Teacher Education

No	Respondent	$\sum X_i$	n	$\bar{X}$
1.	SWH	15	20	75,00
2.	DY	12	20	60,00
3.	RT	10	20	50,00
4.	LK	15	20	75,00
5.	MTD	12	20	60,00
6.	RF	13	20	65,00
7.	AM	15	20	75,00
8.	RGT	10	20	50,00
9.	PU	8	20	40,00
10.	FT	14	20	70,00
11.	OK	14	20	70,00
12.	FG	12	20	60,00
13.	GH	14	20	70,00
14.	OTC	14	20	70,00
15.	DYU	13	20	65,00

16.	<b>AS</b>	<b>12</b>	<b>20</b>	<b>60,00</b>
17.	<b>AY</b>	<b>13</b>	<b>20</b>	<b>65,00</b>
18.	<b>LDG</b>	<b>13</b>	<b>20</b>	<b>65,00</b>
19.	<b>DNY</b>	<b>13</b>	<b>20</b>	<b>65,00</b>
20.	<b>KH</b>	<b>15</b>	<b>20</b>	<b>75,00</b>
21.	<b>GTD</b>	<b>13</b>	<b>20</b>	<b>65,00</b>
22.	<b>SLS</b>	<b>14</b>	<b>20</b>	<b>70,00</b>
			<b>Final Score</b>	<b>1420</b>

Table 5. Score Post-Test Mastery of English Language Teaching Materials for Primary School Teacher Education based on the Whole Language



From the results table, the pre-test score of mastery of English teaching materials for primary school teacher education based on the whole language approach entitled which has been developed found that the average score of mastery of teaching material is 64.55 with the lowest score obtained by respondents 40, and the highest score 75.

Table 5. Score Post-Test Mastery of English Language Teaching Materials for Primary School Teacher Education based on the Whole Language

No	Respondent	$\sum X_i$	n	X
1.	<b>SWH</b>	<b>17</b>	<b>20</b>	<b>85,00</b>
2.	<b>DY</b>	<b>14</b>	<b>20</b>	<b>70,00</b>
3.	<b>RT</b>	<b>15</b>	<b>20</b>	<b>75,00</b>
4.	<b>LK</b>	<b>17</b>	<b>20</b>	<b>85,00</b>
5.	<b>MTD</b>	<b>13</b>	<b>20</b>	<b>65,00</b>
6.	<b>RF</b>	<b>15</b>	<b>20</b>	<b>75,00</b>
7.	<b>AM</b>	<b>18</b>	<b>20</b>	<b>90,00</b>
8.	<b>RGT</b>	<b>15</b>	<b>20</b>	<b>75,00</b>

9.	PU	12	20	60,00
10.	FT	15	20	75,00
11.	OK	17	20	85,00
12.	FG	14	20	70,00
13.	GH	14	20	70,00
14.	OTC	17	20	85,00
15.	DYU	15	20	75,00
16.	AS	15	20	75,00
17.	AY	17	20	85,00
18.	LDG	18	20	90,00
19.	DNY	15	20	75,00
20.	KH	16	20	80,00
21.	GTD	12	20	60,00
22.	SLS	15	20	75,00
			Final Score	1680
			Lower Score	60.00
			Highest Score	90.00
			Average Score	76.36

From the results table, the post-test score of mastery of English teaching materials for elementary school teacher education based on the whole language approach which has been developed found that the average score of mastery material teaching materials increased to 76.36 with the lowest score obtained by respondents is 60, and the highest score is 90. This means that there has been a significant increase in mastery of English teaching material product material for education elementary school teacher based on the whole language approach entitled "Teaching English to Students of Elementary School" amounting to 18.30%.

### **Results of the Assessment of Final Products Assessment and Dissemination of Research Results**

The assessment of the final product of teaching materials carried out in conjunction with the dissemination of the results of research and dissemination of English teaching material products for elementary school teacher education based on the whole language approach entitled "Teaching English to Students of Elementary School" that has been developed. Dissemination of the results of research and socialization of teaching material products carried out in three primary school teacher education study programs at three state universities. The product assessment questionnaire contains seven aspects of the feasibility of teaching materials that the reference of the assessment in the product assessment questionnaire, namely (1) objectives and approaches, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology and (7) practical considerations

Based on the description above, it is obtained an illustration that English language teaching materials for elementary school teacher education based on a whole language approach entitled "Teaching English to Students of Elementary School" has had an excellent expert judgment with an easily readable level of readability. Mastery of material by students also considered useful. The size of the text readability level of the instructional material depends on the length of the sentence used, the structure of the language and also the use of language as a medium of communication between the writer and the reader (the use of teaching materials). The developed instructional material suggested instructional principles, starting from conducting an instructional analysis, syllabus, model development, and a series of field testing and expert evaluation steps to see the feasibility

and effectiveness of teaching material models. This series of processes makes teaching materials that made by the purpose of making teaching materials. This teaching material intentionally made in the form of a learning module so that students can more easily understand the concepts that given part, per section without losing the overall concept of teaching materials. The form of direct learning modules also fulfills the characteristics of suitable teaching materials, namely first, self-instructional, because it makes students able to self-teach with the developed teaching materials. In each learning, the module also equipped with exercises and tasks that can use by students to sharpen their understanding of teaching material further. Second, self-contained, because all the learning material from one competency unit or sub-competency learned contained in one teaching material as a whole. Third, stand alone, because the instructional material developed does not depend on other teaching materials or does not have to used together with other teaching materials. Besides, that students have understood the contents of the instructional material in question, this evidenced by the legibility test that has done. Fourth, adaptive, namely teaching materials have high adaptability to the development of science and technology. For this reason, the teaching materials development team has sought to find sources of up-to-date teaching materials that in line with the principles of the contextual approach. The latter user-friendly, that every instruction and information exposure that appears to helpful and friendly with the user, including the ease of the user in responding, accessing as desired. With the fulfillment of the characteristics of suitable teaching materials, the English teaching material model for elementary school teacher education based on a whole language approach entitled "Teaching English to Students of Elementary School" what has produced expected to contribute significantly in helping students of elementary school teacher education in achieving the learning objectives in the course "Teaching English at Elementary School" on more natural primary school teacher education study programs.

## CONCLUSION

The result of this Research and Development to produce English teaching materials for elementary school teacher education based on the whole language approach entitled "Teaching English to Students of Elementary School" is expected to be used as teaching materials to support English Teaching in Elementary School in the Primary School Teacher Education program. The product model of teaching material that has been developed has a series of stages of systematic teaching material development and has gone through a series of validations to test the feasibility and effectiveness of teaching materials. Validation series to test the feasibility of the product model of teaching materials developed in the form of expert validation (expert judgment) with an open questionnaire instrument, one-on-one evaluation in the form of legibility test with a crossing test instrument, and small group test (small group evaluation) in the form of a legibility test with a crossing test instrument. The results of expert validation (expert judgment) on the product model of English teaching materials for elementary school teacher education based on a whole language approach entitled "Teaching English to Students of Elementary School" was revised was improvements on some aspects based on expert input. Whereas from the results of one-to-one evaluation in the form of a gap test obtained a value between 69.17% - 74.17% of the two learning modules that have tested. Whereas from the results of the small group test (small group evaluation) in the form of a gap test obtained a value between 62.75% - 66.75% of the two learning modules that have tested. With this value, it can conclude that the product model of English teaching materials for elementary school

teacher education based on the whole language approach entitled "Teaching English to Students of Elementary School"; what has produced easily understood by students.

From the mastery test of the English teaching material model for elementary school teacher education based on the whole language approach entitled "Teaching English to Students of Elementary School", the students were able to achieve a significant increase in value which equal to 18.30% of the pre-test value than they had previously obtained. This means that the "Teaching English to Students of Elementary School" module can contribute to improving the English competence of elementary school teacher education students in elementary school teacher education programs. By going through a series of stages of developing the instructional materials, a product model of English teaching materials for elementary school teacher education based on a whole language approach entitled "Teaching English to Students of Elementary School" has fulfilled the characteristics of suitable teaching materials.

The results of research and development that has been conducted proposed several suggestions, namely the need for development to improve this teaching material in the framework of sustainable learning and the next researchers need to consider the limitations in this study so that it can make a recommendation for further research. This research is expected to contribute in improving English learning for elementary school teacher education in the provision of English language teaching materials that suitable for the needs of English language lecturers and students of elementary school teacher education programs based on the whole language approach. This research also expected to contribute to the use of English for specific purposes especially for the English for elementary school teacher education programs.

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