

**DEVELOPMENT OF ENGLISH DAILY CONVERSATION POCKETBOOK TO
TEACH ENGLISH SPEAKING SKILLS FOR BILINGUAL PROGRAM
AT MTS PLUS AL-AZHAR WLINGI**

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ABSTRACT

The effectiveness of the learning process decreases when teachers do not use appropriate media for teaching. Students become passive as they struggle to focus on studying English speaking skills due to a lack of knowledge on what to speak and difficulties in speaking. Therefore, a learning media is necessary to teach and improve students' speaking skills. One such media is the English Daily Conversation Pocketbook. The study aims to determine the enhancement of students' understanding and practice of English in their daily activities, especially within the Bilingual Program at MTs Plus Al-Azhar Wlingi. This research follows a Research and Development method with seven cycles, focusing on 8th-grade students (10 students). Data collection techniques included interviews and tests, with qualitative and quantitative data analysis. The results from the validators' questionnaire showed a 90% approval rate, indicating the media's suitability. Additionally, student test results after using the media showed an improvement from an average score of 66 to 86.4, with an N-Gain score of 0.544, indicating moderate and effective criteria for use in the Bilingual Program

Keywords: English Daily Conversation Pocketbook, Speaking skills, Bilingual Program

ABSTRAK

Efektivitas proses pembelajaran menurun ketika guru tidak menggunakan media yang sesuai untuk mengajar. Siswa menjadi pasif karena mereka kesulitan fokus dalam belajar keterampilan berbicara bahasa Inggris karena kurangnya pengetahuan tentang apa yang harus diucapkan dan kesulitan dalam berbicara. Oleh karena itu, diperlukan media pembelajaran untuk mengajar dan meningkatkan keterampilan berbicara siswa. Salah satu media pembelajaran yang diterapkan adalah buku saku percakapan sehari-hari bahasa Inggris. Penelitian ini bertujuan untuk menentukan peningkatan pemahaman dan praktik siswa dalam bahasa Inggris dalam kegiatan sehari-hari mereka, terutama dalam Program Bilingual di MTs Plus Al-Azhar Wlingi. Penelitian ini mengikuti metode Research and Development (R&D) dengan tujuh siklus, dengan fokus pada siswa kelas 8 (10 siswa). Teknik pengumpulan data meliputi wawancara dan tes, dengan analisis data kualitatif dan kuantitatif. Hasil kuesioner validator menunjukkan persentase

persetujuan 90%, menunjukkan bahwa media tersebut cocok digunakan. Selain itu, hasil tes siswa setelah menggunakan media menunjukkan peningkatan dari nilai rata-rata 66 menjadi 86,4 dengan nilai N-Gain 0,544, yang menunjukkan kriteria sedang dan efektif untuk digunakan dalam Program Bilingual.

Kata Kunci: Buku Saku Percakapan Bahasa Inggris, Kemampuan Berbicara, Program Bilingual

A. Introduction

Language is a form of communication that connects people. It allows individuals to express their lives. The diverse use of language creates various types of communication. One such language is English, which is widely used by many people around the world. English is a global connecting language, essential in education, commerce, science, and technology (PARUAPALLI SRIVINAS RAO, 2019). In response to this, education in Indonesia also incorporates English into school curriculum, although in reality, in Indonesia, English is taught as a foreign language (Setiyadi, 2020). It is primarily limited to classroom activities, leading to difficulties in oral communication due to limited exposure in daily life. The application of foreign language learning in education is a form of interest and has a function and purpose for its citizens. Mastery of a foreign language is very necessary. There are several reasons

that support this statement (Auranissa Hernanda et al., 2022).

English as a foreign language presents its own challenges for learners, particularly in terms of pronunciation and grammar. Pronunciation is a major challenge for students. English conversation becomes crucial in learning, as its main aim is to enable students to communicate effectively and correctly (Davies, 2000). Communication connects people despite their differences, and the ability to speak English bridges this gap. Difficulties in English communication are influenced by challenges in understanding and pronunciation. Several programs have been implemented to improve language skills, one of which is the Bilingual Program. Bilingual program is a class room setting where at least two languages are used for instruction and learning is another description of a bilingual curriculum. There is a connection between the language you intend to teach in the session (Alifia

Fitranti, 2021). Bilingual Program at Mts Plus Al-Azhar Wlingi which integrates English and Arabic, currently lacks specific tools focused on improving speaking skills. This bilingual program provides instruction in both English and the minority language

The Bilingual Program attracted the researcher's attention to examine it more closely and identify challenges in English speaking at MTs Plus Al-Azhar Wlingi. Students face issues such as poor pronunciation, lack of confidence, limited vocabulary, and grammar concerns due to the absence of suitable media to help them. In response, the researcher developed an English Daily Conversation Pocketbook to enhance students' English speaking skills through daily conversations. The aim is to describe the development process and the effectiveness of this pocketbook in improving speaking skills within the Bilingual Program. Previous research titled 'Application of the English Conversation Handbook in Teaching Students' Speaking Skills' (Rizal & Utami, 2019) showed positive responses and helped both teachers and students in learning foreign languages, particularly English.

Building on this, the researcher combined it with media usage in the Bilingual Program to further improve English language skills.

Based on this explanation, the researcher is interested in developing the pocketbook media, concluding the research titled "Development of the English Daily Conversation Pocketbook to Teach English Speaking Skills for Bilingual Program Students at MTs Plus Al-Azhar Wlingi" as the research topic.

B. Research Methodology

In this research, researcher used research and development methods, The research adopts a Research and Development (R&D) methodology influenced by the Borg and Gall model which in (Sigit Purnama, 2013) is a process used to develop and validate educational products. Sugiyono (2015) in (Mustafa & Angga, 2022) states that research and development is a type of research method that aims to produce a particular product and test the effectiveness and efficiency of that production. Specifically tailored to meet the practical learning needs of students. R&D involves reviewing research findings, developing product meets its goals. The purpose of R&D

is to produce educational tools that are rigorously tested and meet field needs. Procedure of this study followed Borg and Gall's which bachelor degree research the process typically reaches the seventh steps.

There are seventh steps in this research:

- Potential and Problem reseach identified from interview to the teacher that students at Mts Plus Al-Azhar Wlingi lacked English speaking skills due to the absence of appropriate learning media.

- Data collection , data was collected through interviews with teachers and questionnaires for students.

- Product design the pocketbook was designed by collecting relevant materials, including examples of daily conversation in English and Indonesian and using Canva app for the visual design.

- Design validation the initial design underwent validation by media and language experts to ensure it met student standards and was attractive. Feedback was used to identify areas for improvement

- Design revision revisions were made to correct weaknesses identified by experts, enhancing both the material and design of the pocketbook.

- Product trial the pocketbook was tested with students under teacher guidance, using pre-test and post-test to measure its effectiveness and gather feedback from users.

- Revision product based on the trial feedback, further revisions were made to address deficiencies and improve the product, ensuring it was suitable for use in the learning process.

C.Result and Discussion

This study focuses on developing a speaking pocketbook aimed at enhancing students' speaking skills in daily conversations, specifically for the Bilingual Program at Mts Plus Al-Azhar. The research used interviews and questionnaires to collect data, detailing the process and outcomes of creating this effective learning medium. Using Sugiyono's methodology, inspired by Borg and Gall, the development involved seven stages: identifying potential and problems, data collection, product

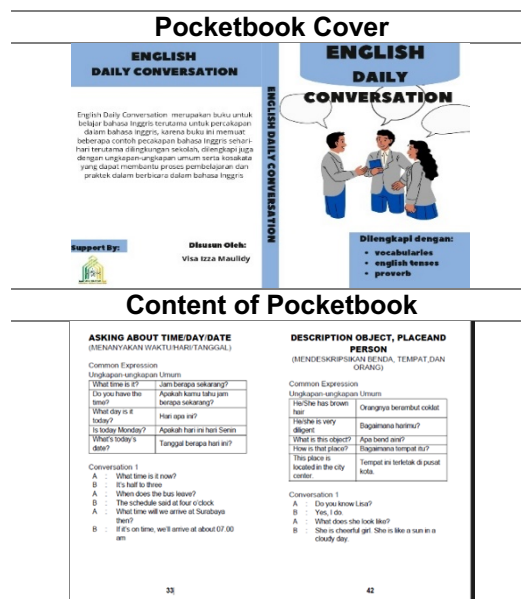
design, design validation, design revision, product trial, and product revision. The pocketbook proved to be valid and effective.

Potential and Problem, innovations in school and extracurricular learning aim to enhance outcomes. Interviews at Mts Plus Al-Azhar revealed that while various media are used to improve students' English skills, there is no specific focus on speaking. This results in limited proficiency in English speaking. The primary obstacle identified was the lack of appropriate learning media for speaking skills, leading to the development of the English Daily Conversation Pocketbook.

Data Collection Data collection focused on the English bilingual program at Mts Plus Al-Azhar, revealing a lack of engaging media for teaching speaking skills. The researcher found deficiencies in grammar, confidence, and vocabulary among students. To address these challenges, information for the English Daily Conversation Pocketbook was sourced from books, previous studies, and experts. The compiled data led to the creation of this practical learning tool.

Product Design of English Daily Conversation Pocketbook was developed using Canva for the cover design and Microsoft Word for the content.

Table 1 Media before Revision



Design Validation after designing the pocketbook, it underwent validation testing by media experts. They evaluated various aspects, including effectiveness, efficiency, design, material, and practicality, with each receiving a high score. The following are the results:

Table 2 Media Validator Instrument

No	Aspect	Value	PSA
1	Effectiveness	4	20%
2	Efficiency	4	20%
3	Design	3	15%
4	Material	3	15%
5	Practicality	4	20%
Average		3,6	90%

Design Revision of overall average score was 90%, indicating the product is valid and can be use with the revision was listed below:

Table 3 Media Expert Revision

Suggestion	Revision
<i>The text on the back cover on the word "support by"</i>	<i>The text on the back cover has been changed to "supported by"</i>
<i>The text layout was condensed on each page to avoid looking too loose</i>	<i>The text layout has been condensed on each page</i>
<i>There are some meaning errors in the conversation</i>	<i>The meaning errors in the conversation have been corrected</i>

Product Trials is the stages of media validation and revision, the next step involves testing the product/media for learning purposes. This trial phase will be conducted in the field and will involve an English teacher who also serves as the Bilingual Program instructor at MTS Plus Al-Azhar. This teacher will evaluate the product developed by the researcher from various aspects, as the teacher is an expert in teaching and a primary user and implementer of the learning process. The results of the teacher's assessment as teaching validator of the developed product are presented in the following table:

Table 4 Teaching Expert Validator Instrument

No	Aspect	Value	PSA
1	<i>Effectiveness</i>	4	20%
2	<i>Efficiency</i>	4	20%
3	<i>Design</i>	3	15 %
4	<i>Material</i>	3	15 %
5	<i>Practicality</i>	4	20%
Average		3,6	90%

These scores were derived from the average of each aspect, calculated as follows: Percentage = (total number of responses) / (total number of optimal value) x100% $P=18/20 \times 100\%=90\%$. The calculations indicate the scores derived from the average of each aspect in the teaching expert validation. These calculations reveal that the overall average is 90%, which, according to Table 4 Criteria for Percentage Analysis for teaching expert, suggests that the product is considered valid by the teaching validator and can be used with revisions.

In the previous step of validation by teaching expert, the results showed that the media is valid and ready for the next phase. Media experts provided suggestions for adding or improving the English Daily Conversation Pocketbook. These suggestions and the corresponding improvements.

Teaching Expert revision Suggestion Revision The cover is still

not appealing enough; a combination of colors could be added. The colors combination on the cover has been corrected and adjusted. Examples of conversations can be added. Examples of conversations have been added from the table of revisions, teaching experts evaluated the quality of the content, and book cover. The learning experts requested that these issues be corrected to ensure effective use. All revisions suggested by the teaching experts were implemented to make the product suitable for use. Product Revision After conducting the trial in the school's Bilingual program to evaluate the feasibility of the English Daily Conversation Pocketbook, it was concluded that the product is suitable for use with revisions.

Product Trials after validation and revision, the pocketbook was tested in the field with an English teacher from the Bilingual Program at MTS Plus Al-Azhar. The teacher, as an expert and primary user, evaluated the pocketbook's effectiveness, efficiency, design, material, and practicality. The results were as follows:

Table 5 Result of Teaching Expert Validator

No	Aspect	Value	PSA
1	Effectiveness	4	20%

2	Efficiency	4	20%
3	Design	3	15 %
4	Material	3	15 %
5	Practicality	4	20%
Average		3,6	90%

The average score was 90%, suggesting that the material is accurate but need changes. After learning by teachers or learning validators, the results of learning were found in the form of pre-test and post-test scores, with the following findings:

Table 6 Student Test Result

Student	Students Score		N-gain	Criteria
	Pretest	Posttest		
1	80	92	0,6	Medium
2	80	92	0,6	Medium
3	60	88	0,4	Medium
4	40	80	0,66	High
5	56	84	0,63	Medium
6	68	84	0,5	Medium
7	80	88	0,4	Medium
8	72	84	0,42	Medium
9	52	84	0,66	High
10	72	88	0,57	Medium
Total	660	864	5,44	Medium
Average	66	86,4	0,544	Medium

Based on the table above, the average assessment carried out in grade 8 with a total of 10 students with the result of the effectiveness

assessment is 0.544 including the "medium" criterion, with an average class score of 86.4, where this score is sufficient to meet the maximum completeness criterion (KKM) limit of 78, meaning that the English Daily Conversation Pocketbook can be used as a medium to improve students' English speaking skills, especially in bilingual

Product Revision The average score was 90%, indicating the pocketbook is valid but needs revisions. Suggestions included improving the cover with color combinations and adding conversation examples. These revisions were implemented to ensure the product's effectiveness.

E. Conclusion

Based on the final results of the research on the development of English Daily Conversation Pocketbook using the Borg and Gall method, with a 7-step limit for the S1 level, namely product revision. The results of tests from teachers and students and validation by validators that the English Daily Conversation Pocketbook can be used as a teaching medium, especially to improve the English speaking skills of 8th grade

MTs Plus Al-Azhar Wlingi students, especially in the bilingual program. Improvements to this media are also needed in the future, especially in the context and re-application by students as the learning process progresses in schools.

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