DEVELOPING INSTRUCTIONAL MATERIAL AND STRATEGIES FOR BUGINESE LEARNERS IN THE CRASH COURSE PROGRAM AT NEROA SCHOOL

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ABSTRACT

This research is a development research that aims to develop an instructional strategy and suitable materials for an English crash course program at Neroa School, a non-formal educational institution in Soppeng Regency, South Sulawesi, Indonesia. This research is a continuation of previous research conducted by researchers that focused on identifying the needs of Buginese learners in learning English as a foreign language. Researchers adopted the ADDIE Model developed by Branch (2009), covering the stages of analysis, design, develop, implementation, and evaluation. The research instrument used was a questionnaire at the stage of needs analysis and product validation as well as pre-test and post-test sheets at the implementation stage before the evaluation process which contained product revisions. Data analysis is presented in a statistically qualitative descriptive form. This research produces a teaching material with the genre of Grammar for Speaking accompanied by teaching strategies that are in line with the material.

Keywords: *R&D, Instructional Strategies, Materials, Crash Course, Non-formal Education*

RINGKASAN

Penelitian ini merupakan penelitian pengembangan yang bertujuan untuk mengembangkan strategi pembelajaran dan materi yang sesuai untuk program

kursus kilat bahasa Inggris di Neroa School, sebuah lembaga pendidikan nonformal di Kabupaten Soppeng, Sulawesi Selatan, Indonesia. Penelitian ini merupakan kelanjutan dari penelitian sebelumnya yang dilakukan oleh peneliti yang berfokus pada mengidentifikasi kebutuhan pembelajar Bugis dalam mempelajari bahasa Inggris sebagai bahasa asing. Peneliti mengadopsi Model ADDIE yang dikembangkan oleh Branch (2009), meliputi tahapan analisis, perancangan, pengembangan, implementasi, dan evaluasi. Instrumen penelitian yang digunakan adalah angket pada tahap analisis kebutuhan dan validasi produk serta lembar pre-test dan post-test pada tahap implementasi sebelum proses evaluasi yang berisi revisi produk. Analisis data disajikan dalam bentuk deskriptif kualitatif secara statistik. Penelitian ini menghasilkan bahan ajar dengan genre Grammar for Speaking disertai dengan strategi pengajaran yang sesuai dengan materi.

Keywords: *R&D, Instructional Strategies, Materials, Crash Course, Non-formal Education*

INTRODUCTION

Design of EFL Instructional strategies is a systematic process developed by EFL teachers using pedagogical theories to help learners enjoy and achieve English learning goals according to planned targets. Therefore, EFL class both in formal institutions and in non-formal institutions tends to be imperfect without this process. In other words, designing EFL instructional strategies is like preparing a building foundation. And only with a solid one, it can stand well, stable, and durable. In addition, Isman (2011) implied that developing EFL instructional strategies is a part of teachers' professionalism and integrity in delivering effective and efficient learning atmosphere. As a result, it can increase learners' independence while simultaneously stimulating their learning motivation.

Until now, there has been no patent EFL instructional strategy that always works equally in all study groups. Breen (2014; 42) even stated that the

effect of learning strategies instruction on children in different second and foreign language learning context (immersion, non-immersion, bilingual, ESL, EFL) is as yet unknown. Therefore, it is important to conduct further research on the design of EFL instructional strategies.

Furthermore, as an English teacher and a curriculum planner in Neroa School – a non-formal foundation in Soppeng, South Sulawesi, Indonesia founded since 2008; the researchers had been figuring out that most Indonesian young learners especially from Buginese community still seem difficult to reach medium and average level of English skills at formal school. Therefore, they actually need special treatments to improve their English in which they can learn without ignoring their formal lessons.   Unfortunately, there has been no scientific research that clearly discusses EFL issue in Buginese young learners. Therefore, the researchers had been interested in investigating this situation.

As the first identification, the researcher observed and examined the real situation of English learning at school, especially at public schools in Watansoppeng, South Sulawesi, Indonesia. In fact, junior and senior high school learners only have two meetings every week based on Indonesian curriculum. It means that they study English for about 8 meetings (8 hours) in one month. So, the total duration of English learning in secondary level is only approximately 48 hours/semester or 96 hours/year. According to English UK (2018), it requires about 120 hours to progress from one level to the next level. In addition, Cambridge ESOL suggests slightly longer: 200 hours. It signifies that Buginese learners, who want to reach faster and better improvement in their English, need extra hours joining a supplementary English class.

Based on the preliminary data collected above, the researchers believed that a crash course program of English is more effective and efficient to bring learners successful in their school than a regular program as long as the methods and materials are accurate and enjoyable. Simply, those include basic grammar for writing, speaking, and translation program, then completed by common expressions for daily conversation. Therefore, learners only need to spend about 10 until 20 days of learning English to be able act many skills. Then, they can

live and grow with it later.

MATERIALS AND METHODS

The researchers adopted Nur (2015) in determining the collecting data because her procedures design are complex and related to the topic of this study. However, the researcher re-designs it into simple forms, as follows:

1. Analysis

In this step, the researchers attempted to analyze students' needs, consisting of personality, competence, weakness, and pleasantness in learning English.

2. Constructing instructional materials and strategies

After doing need analysis, the researchers then constructs instructional materials and strategies for English crash course program.

3. Trying out to the class

The researchers brings out the designed instructional materials in the crash course program towards Buginese young learners by implementing instructional strategies recommended by the working groups of the Washoe Country School District (2015), Alberta Learning (2002), and Thomson (2012). This study has been conducted for 5 meetings in limited test.

4. Revising and Finalizing

To create the best final product, the researchers need to revise the English instructional strategies by considering the whole activities of try out.

The techniques of data analysis in this study elaborated quantitative and qualitative approaches. The following items illustrate all data analysis implemented in this study sequently:

1. The data obtained from the questionnaire (needs analysis) were analyzed quantitatively by relying on derivatives of the likert scale and qualitatively using a descriptive qualitative approach.

2. The data obtained from tests (pre and post test) was scored and performed in descriptive statistics consisting of the means score and the percentage.

3. The data obtained from experts by using questionnaire was analyzed

quantitatively by relying on derivatives of the likert scale and qualitatively by analyzing comments, critics, and suggestions.

4. The data obtained from a questionnaire (students' perception) was measured quantitatively by relying on derivatives of the likert scale.

RESULT

There are 3 items presented in this section, namely the model of instructional English materials, the model of instructional strategies, and the model of prototype module.

Model of instructional materials

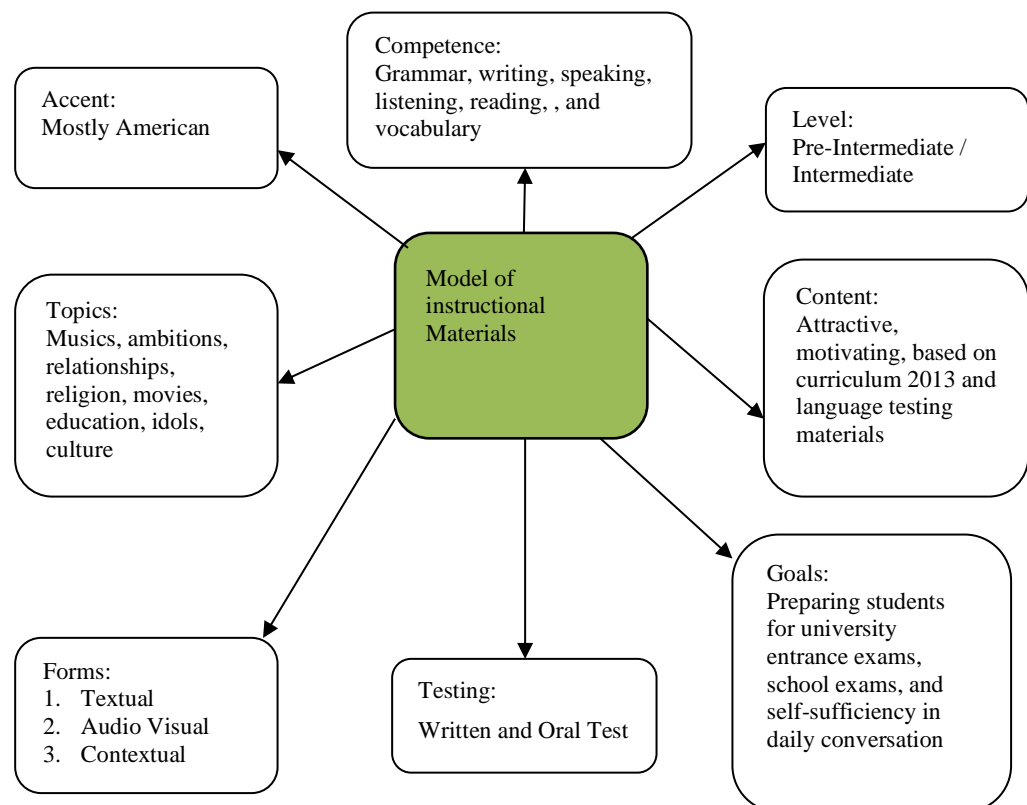Figure 1. Model of Instructional English Materials for English Crash Course Program

Figure 1 illustrates the model of crash course English materials

composed of 7 main foundations including, goals, content, level, competence, accent, topics, and forms. The 7 items are representations of needs analysis performed in the previous stage.

First, the goals of the English learning materials applied to the Neroa School's crash course are to prepare students for university entrance exams, school exams, and independence in using English in everyday life. Therefore, the content of English learning materials should refer to the 2013 curriculum and language testing materials. In order to be accepted maximally, the material must also be presented in an interesting and motiv ating form.

Presentation of English learning materials would be categorized at the level of pre-intermediate or intermediate by combining competency standards in grammar, writing, speaking, listening, reading, and vocabulary.

Furthermore, the material would be presented using an American accent, with a little introduction about the British Accent covering selected topics: Musics, ambitions, relationships, religion, movies, education, idols, and culture.

Finally, the material form would be divided into 3, namely textual, audio visual, and contextual. Textual means the material that can be read and done in writing. Audio visual means the materials that can be watched and listened. And contextual means the materials that are formed from the representation of learners' experiences in real daily life.

The material should then comprise the above 7 components and be mixed fairly, thoroughly, and limited by priority objectives. Each material will be equipped with 3-stage exercises. At the end of the materials, each learner must complete the last competency test which includes written and oral tests.

Based on the concept of need described above, the researchers conclude a number of basic competencies that must be possessed by Buginese learners include, (1) the ability to make and understand statements both positive and negative forms both oral and written (2) the ability to ask questions and understand yes / no questions or WH-questions (What, Where, When, Who, Why, How) both oral and written.

The competencies mentioned above can be acquired easily if the learners

are living in English community by communicating with native English speakers intensively. Unfortunately, that is inaccessible to Buginese learners. Therefore, the most effective and efficient way is to make sure they can make their own sentences in the form of positive, negative, introgative, and WH-questions. In sum, the most appropriate instructional materials are to be, to do, to have, modals, and WH-Questions. The following table shows an overview of English crash course instructional materials:

Table . 1 English Crash Course Instructional Materials

English Materials	Content of Materials
To be	am, is, are, was, were
To do	do, does, did
To have	have, has, had
Modals	will, would, to be going to, shall, should, ought to, can, could, may, might, must
WH-Questions	what, where, when, who, why, how

Model of Instructional Strategies
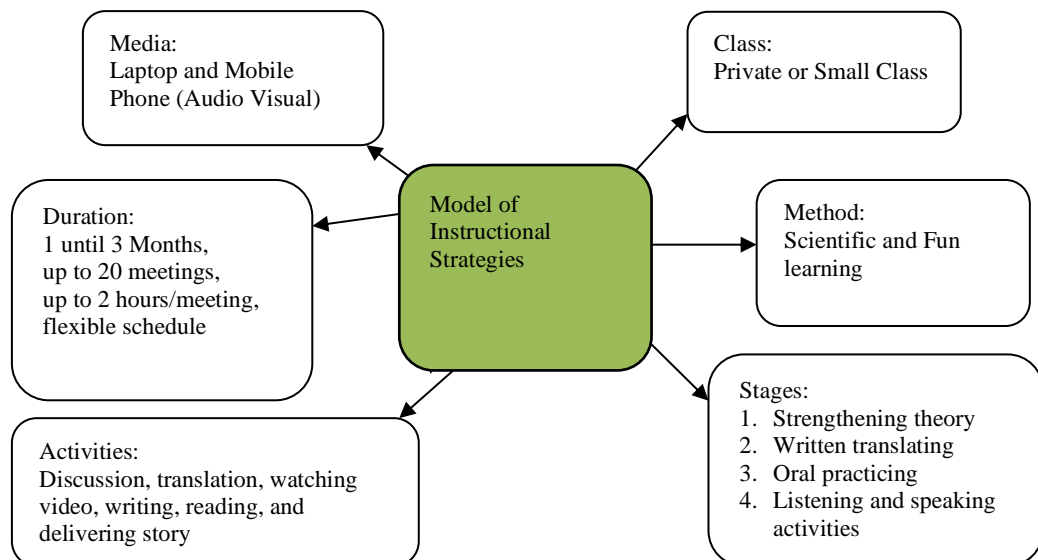
Figure 2 Model of Instructional Strategies

Figure 2 provides an overview of the instructional strategies model of the Neroa School's English crash course. In this case, there are 6 main aspects that make up the model, that is duration, stages, activities, method, class, and media.

First, the duration of the crash course is up to 20 meetings. Each meeting is up to 2 hours and the learning schedule is made flexible by considering the diverse student schedules in their school.

In one day, crash courses can be filled by two classes. The first group studied at 1 to 3 PM and the second group studied at 3 to 5 PM. On holidays or weekends, the crash course could be conducted in the morning at 8 to 10 AM and 10 AM to 12 PM.

To be more effective, the class leaders of each group are required to confirm their time the day before their classes begin so that classroom arrangements can work well and smoothly.

Second, meetings are divided into 4 stages consisting of strengthening theory, written translating, oral practicing, and listening and speaking activities. First, Buginese learners are guided to acquire the whole theories of to be, to do, to have, modals, and WH-Questions. Second, Buginese learners are guided to practice written translating. Third, they are guided to elaborate their skill in oral practicing. Last, they are guided to perform listening and speaking activities.

Moreover, the forms of activities to be given in the crash course are discussion, translation, watching videos, writing, reading, and delivering stories. However, each activity would be tailored to the agreement of the students at each meeting and also consider the form of the learning group. In this case, private and small classes would have different activities.

Finally, as an adjustment of the model of instructional materials summarized before, the media used then would be audio visual form, supported by laptop and mobile phone.

After designing the general concept of materials and instructional strategies, the researcher then needed to conduct a trial on a limited group in Neroa School. The following are a number of stages of testing conducted by the researchers:

Trial 1 : How to teach To be, To do, To have, Modals #1

At this stage, the researcher tested the material to be, to do, to have, modals to five course participants who were 11th grade students of high school.

The first step is to direct them to memorize the pairs of subjects and the elements contained in to be, to do, to have, modals. The average time needed to memorize is approximately 20-40 minutes. After that, the researcher gave an opportunity for each course participant to translate a number of sentences. Apparently, only one of them could answer perfectly, and the other four could only translate one or two sentences correctly. Based on this situation, the researcher concluded that instructional strategies that rely on memorizing activities are not effective and enjoyable learning processes. Therefore, the researcher still needed to try to find the right instructional strategies to teach to be, to do, to have, modals quickly and easily understood and practiced.

Trial 2 : How to teach To be, To do, To have, Modals #2

At this stage, the researcher tested Thomson's recommended instructional strategy (2012), namely elaborated input. The researcher presented subject pronoun and to be, to do, to have, and modals material with clear, repeated, and followed by course participants. The researcher then continued to increase the speed of instruction until each participant had an ideal and evenly distributed skill rhythm. The researcher also maximized another instructional strategy recommended by Thomson (2012), namely, thinking time, re-cast, and questioning. The results were unexpected, it turns out, all participants could master the subject pronoun and to be, to do, to have, and modals both in the form of positive / negative and in the form of introgative. The time needed is relatively short, which is no more than 20 minutes.

Another advantage of the process in this second stage was that the course participants were not only able to do translation questions in written form but began to be rather skilled in oral translation.

Trial 3 : How to teach WH-Questions #1

In teaching the WH-Question to crash course participants at the initial stage, the researcher tried to use the conventional method by teaching the formula to be used first, then giving instructions to all participants to memorize the WH-Question formula. After that, the researcher gave an example sentence using the WH-Question then asked the course participants to work on a number

of translation exercises related to the WH-Question sequentially in each material. The results are not too bad, most participants can do it well. Next, the researcher goes on to give a practice in the form of random questions containing what, where, when, who, why, how. Apparently, most participants experienced confusion and could no longer finish it perfectly. This means, the process of imitation directly with written examples still has weaknesses. Therefore, the researcher needs to prepare a more effective and targeted teaching strategy.

Trial 4 : How to teach WH-Questions #2

At this stage, the researcher also considered 'elaborated input' as one part of instructional strategies as stated by Thomson (2012, 14).

First of all, the researcher sorted out the sentence sentences that use WH-Questions. Apparently, the basic form of WH-Questions consists of two types, namely questions (who) and groups of questions (what, where, when, why, how). In this case, the question (who) can be taught by elaborating it as an input that resembles the sentences (+) and (-). For example in sentences, *he speaks English*. In the form of questions (who), the sentence becomes *who speaks English ?*. Or he doesn't speak English can be who doesn't speak English. The difference is only in the subject. This identity also occured in groups of questions (what, where, when, why, how) with the sentence (yes / no question). For example in sentences, *he is eating*. In the form of a question the second type of WH-Question can be *what is he eating?, where is he eating?,* or *how is he eating?*. The formation is only by directly adding (what, where, when, why, how) at the beginning of the sentence (yes / no question).

In the next stage, the researcher included the elaborated concept of input in the WH-Question teaching. As a result, most participants were easier and faster to master the material given. The exercises that were given can be done almost perfectly.

Trial 5 : How to teach Basic Grammar for Speaking

After mastering the basic concepts of basic grammar including to be, to do, to have, modals, and WH-Question, the researcher then prepares teaching instructions so that participants in English language courses can implement basic

grammar as the basis for mastering speaking and listening skills.

As a first step, the researcher selected one topic that is in line with analyzing the needs of the course participants. After that, the researcher directed the course participants to translate verbally a number of questions and answers on an ongoing basis in their own language. For example, the researcher chose the topic "ambition". The first exercise can be started by giving the participants the opportunity to translate verbally the following expressions: *"apakah kamu punya cita-cita? (do you have a dream?)", "apa cita-citamu? (what is your ambition?)", "mengapa kamu menyukainya (why do you like it?)", "apa yang kamu lakukan setiap hari untuk mewujudkannya (what do you do every day to make it comes true?)",* etc. After that, the course participants were given the opportunity to answer the questions themselves in Indonesian and then translate into English using their own words. The result, most of them were still stumbling. In this process, the researcher adopted Thomson's strategy (2012, 14) namely thinking time, by giving pauses for course participants to translate sentences and then elaborating them by re-cast and questioning by correcting errors by not relying on errors and increasing repetition as a reinforcement stage .

The participants seemed active and motivated to give the best answers. Whereas if they experienced vocabulary difficulties, the researcher relied on elaborated input - a clear direct improvement, while providing the widest opportunity for them to speak without feeling afraid of being wrong. In general, this process led young Buginese learners to be more independent and confident.

In teaching listening, the researcher considers the results of need analysis by utilizing mobile phone and laptop media in providing listening material.

There are two processes at this stage. First, the researcher made some of the learning videos (dialogs, song lyrics, or conversations) related to the use of be, to do, to have, modals, WH-Question then asks the course participants to collect sentences that they understand from the video before explain it in oral form using their own language.

Secondly, the researchers assigned role playing to all participants and

performs that role as well as possible by relying on an introduction to English, for example being a seller and buyer, becoming a doctor and patient, becoming a teacher and student, etc. Other assignments include oral "story telling" or "simple conversation" presentations in front of the class.

As a result, the course participants seemed more natural in speaking and free in expressing their ideas.

Prototype of material's packet

1. Book Cover

The cover of the learning module arranged for the crash course is made with colorful patterns, including purple, blue, white, red, maroon, and dark green. The aim of the researcher is to choose the color to attract students' attention. Meanwhile, the letters used in writing the title are rather contrasting - yellow. It aims to make the title and other information clearly legible.

2. Title Page

This sheet has similarities to the cover page. Only, this is not inserted in a colorful background.

3. Table of Contents

On this sheet, the researchers display the titles of each chapter along with the page number so that readers can more easily find the part they are looking for.

4. Contents

In the content section, the researchers prepare priority materials in the form of grammar bases to facilitate students through a fast and effective language acquisition process. In each chapter, the researcher has included learning objectives, guidelines for each activity for tutors, and practice sheets for students. The following are the titles of each chapter presented in this module:

Part 1 - To Be (Present)

Part 2 - To Be (Past)

Part 3 - Modals

Part 4 - To Have

Part 5 - Do, Does

Part 6 - Did

Part 7 - To Have + been

Part 8 - Modals + be/ have/have been

Part 9 - WH-Question (Who)

Part 10 - WH-Question (what, where, when, when, why, how)

5. Evaluation Sheets

On the evaluation sheet, the researchers prepares 4 cumulative exam sheets containing all the material in the module consisting of 4 levels of difficulty, namely A1, A2, B, and C. So, the course participants who have completed the material in the module have the right to take the exam in order to know how effective their language understanding and acquisition is.

6. Answer Keys

In this section, the researchers prepare the answer key for each exercise from Part 1 to Part 10. This answer key is not intended as a cheat sheet for the course participants but only as a comparison material after the course participants have completed the exercises in each part.

DISCUSSION

The instructional model developed by the researcher in this study refers to the needs analysis that has been done previously to a number of respondents, which are supported by related expert theories. This process is in line with the stages proposed by Nur (2015) in research on developing a model of instructional English. In addition, this research was greatly influenced by previous studies on the development of instructional models as implemented by Gursoy (2004), Zeynali (2012), and Prastyo (2015).

Teaching English as a foreign language in a community must be unique and appropriate. This is in line with the function of teaching English as English for Special Purposes (ESP). According to Basturkmen (2006), the emphasis in

ESP is to present an English teaching process that saves time and energy. To implement this process for Buginese Learners, the researcher began by carrying out a needs analysis, which turned out to reflect the uniqueness of each respondent.

The two most important things needed to produce successful English language learning are preparing the right instructional materials and methods according to the needs of students. Through this study, the researcher implemented the theory of ADDIE (Branch, 2009) in the form of development research in the field of English language teaching at Buginese learners.

One indicator of good English learning is the concept that can bring motivation and high learning spirit. These two components were presented by the researcher in this study. English material for the crash course program is made according to the needs of accent, competence, level, topics, content, forms, testing, and goals of Buginese learners. Meanwhile, the method of teaching English collaborates a number of components including media, class, duration, methods, activities, and stages. These elements are believed to be able to bring motivation and great learning spirit. The design of teaching in research has gained influence and inspiration from related research, namely Al-Ahdal, A.A.M.H. (2015); Gursoy, E. (2010); Isman, Aytekin (2011); Lewis, M & Reinders, H. (2008); and Nugroho, M. A. B., & Mayda, N. (2015).

The distinctive feature of the model of instructional strategies developed by the researcher here is emphasizing independence and time effectiveness. After participating in the Crash Course Program using the material and teaching methods that have been formulated by the researcher, students are expected to be able to develop their English language skills independently. In this case, the author combines Grammar Translation Method (GTM) with Communicative Learning Technique (CLT) in the form of a simple package. The success of this method has been proven by Prastyo (2016) in Basic English Station (BEST) Course of Jombang.

Furthermore, the design of English language teaching developed by the researchers in this study cannot be separated from the discussion on the

acquisition of English as a Foreign Language (EFL). In English-speaking countries, the acquisition of language is of course through a listening process that develops naturally. In Indonesia, especially in the Bugis community, the researcher captures the phenomenon that natural English acquisition is appropriate through a combination of teaching basic grammar, listening, and reading. The acquisition of English by relying solely on listening is almost impossible because in the Bugis community, the language that is used most frequently everyday is Bugis and Indonesian. Especially at this time, learning English was only formally introduced to students in junior and senior high schools.

However, the design of English Instructional strategies developed by the researchers in this study is not a patent that will not change. This is because; there is one respondent who shows more progress than his friends in the process of implementing English material in this study. The researchers still need ongoing research to find the most ideal concepts about English acquisition of Bugis learners.

CONCLUSION

Models of Instructional strategies that are appropriate for learning English as EFL in the scope of the Buginese young learners include:

English Materials

First, the goals of the English learning materials applied to the Neroa School's crash course are to prepare students for university entrance exams, school exams, and independence in using English in everyday life. Presentation of English learning materials will be categorized at the level of pre-intermediate or intermediate by combining competency standards in grammar, writing, speaking, listening, reading, and vocabulary.

Furthermore, the material would be presented using an American accent, with a little introduction about the British Accent covering selected topics: Musics, ambitions, relationships, religion, movies, education, idols, and culture. Finally, the material form would be divided into 3, namely textual, audio visual,

and contextual.

Based on the concept of need analyisis, the researcher concludes a number of basic competencies that must be possessed by Buginese learners include, (1) the ability to make and understand statements both positive and negative forms both oral and written (2) the ability to ask questions and understand yes / no questions or WH-questions (What, Where, When, Who, Why, How) both oral and written.

The competencies can only be acquired easily if the learners are living in English community by communicating with native English speakers intensively. Unfortunately, that is inaccessible to Buginese learners. Therefore, the most effective and efficient way is to make sure they can make their own sentences in the form of positive, negative, introgative, and WH-questions. In sum, the most appropriate instructional materials are to be, to do, to have, modals, and WH-Questions.

Instructional Models

First, the duration of the crash course is up to 20 meetings. Each meeting is up to 2 hours and the learning schedule is made flexible by considering the diverse student schedules in their school. In one day, crash courses can be filled by two classes. The first group studied at 1 to 3 PM and the second group studied at 3 to 5 PM. On holidays or weekends, the crash course could be conducted in the morning at 8 to 10 AM and 10 AM to 12 PM.

In teaching teaching material that is in accordance with the results of needs analysis (to be, to do, to have, modals, WH-Questions), the researcher conducted a trial of 5 stages. Each stage aims to find the best and fastest teaching strategies. After all the processes are carried out, the researcher decides that Thomson's teaching instruction combination (2012,14) includes elaborated input, thinking time, re-cast, and questioning is the main key. After that, the researcher combined it with a combination of Grammar Translation Method (GTM) with Communicative Learning Technique (CLT) in the form of a simple package as had been done by Prastyo (2016) in Basic English Station (BEST) Course of Jombang.

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