

The Development of English Book for Biology Education Study Program at FKIP Jambi University

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ABSTRACT

The Biology Education curriculum in FKIP Jambi University includes English as a compulsory subject. To respond to the urge of this curriculum, it is necessary to develop English materials for Biology Education. Tomlinson (1989) in this case stated that the learning materials comprise anything that the students can use to encourage language learning. The important review of relevant studies on the field of the development of English books for Biology education study programs shows that the materials that were compiled in the form of paper-based materials and digital material promote several advantages. Cris Mares in Tomlinson (2003) mention several advantages of the materials by giving the direction, support in specific language-based activities, and give continuity of language teaching and learning. Research and development conducted in this study. This study also aims to produce particular products in the form of English course books by employing the ADDIE Model. The advantages of this model it is iterative and the product could be evaluate on the basis of curriculum, students need, and learning objectives.

Keywords: *Materials, Coursebooks.*

1. INTRODUCTION

Teaching materials could be in any form such printed or digital that can be used for learning purposes. Tomlinson [1], Richards and Schmidt [2] in this case elaborates such as experiences and instructional that could give information to the learners about what to learn. This material also could give some experiences of language use to learners and could function to facilitate learning. Through the learning material students could involve themselves in teaching and learning process. Apart of its form and function, a teaching material could be produce either by creating the genuinely new material, by adapting from many different resources, or by compiling material from many different and related resources material.

Educational research has always been viewed as a broad spectrum of inquiry encompassing both basic and applied topics. As instructional systems design procedures became established, Baker [3] explored the notion of instructional development as a scholarly activity. She noted that then product development was being seen by many as a type of applied research; thus, research and development were interrelated activities.

Davies [4] first presented the question of whether this field was an art, a craft or a science, opting for the artistic orientation. He viewed design and development as a holistic process, one that cannot be simply analyzed and dissected. It is a view that emphasizes the systematic over the systematic. There are six components of Design and development knowledge. They are; the way the learners learn, the learning and performances of the context, the instructional used strategies, the activities employed, the system of the delivery and the media used, and the last is the design and process that they experienced.

In the Development of material, a good Material writer should at least follow the basic principles of material development and consider the criteria of good material as those proposed by Hutchinson and Waters [5] and Rowntree in Richards [6] that teaching materials should be able to manage and give direction and stimulate learner to learn which in Mishan and Timmis [7] as affect factor. It has to be interesting and have various activities that are natural and enjoyable. The well-designed material should also content activities those challenge the students on their thinking capacities and possibility to use their current knowledge and skills. The good material is not only good in term of performance but also good in term of contents. It has to be well sequenced in term of level of difficulties and giving opportunity for the learner

to remember the previous content, current content, and relate them to the next or future content. Materials should reflect what a learner feels about the learning process and it must contextualize the local content area that will be involved in the four language skills.

In developing the materials, there are some steps that should be followed. Jolly Bolitho in Tomlinson [1] proposed at least seven steps. They are identification of need materials, exploration of need, contextual realization of materials, pedagogical realization of materials, production of the materials, students' use materials, and evaluation of the materials. Similar to Bolitho, Mishan and Timmis [7] proposed important stages in materials production sequence which are how the writers understand the issue, analyse the needs of the target and users, defining the teaching objectives to achieve, syllabus, drafting, piloting, production, and revision.

The commercial textbook has been very popular among all ELT institution English teachers and learners of English. Therefore, textbook has a very important role in every day instruction Hutchinson and Torres [8]. Further, Sheldon [9] and Cunningsworth [10] claim that the popularity of commercial textbook which was printed in a very interesting format and design giving ample of selection for ELT programs.

English been spoken all around the world and connect people from many different professions. The ability to use the language both either passive or active has become the minimum requirement for everyone to participate and taking part in the global world interaction [11]. Likewise with biology education, in which English is a compulsory subject that students must take and also biology education curriculum includes English as a compulsory subject. There are many benefits for biology students when they take English as a compulsory subject, they are increase the knowledge, make us easier to communicate with other people since English become medium of interaction in the global communication, as provision to continue your education abroad, know the latest technology since the latest technology sometimes always known from outside.

2. FINDINGS

From a number of theories that tell about materials design and development and also theories about the materials that focused on the English for biology education study program that are wrapped in textbooks, that the material being design and developed can improve the English skills of students in Biology education study program at FKIP Jambi University.

Robert Phillipson [12] labeled the global usage of English categorized as linguistic imperialism. Kachru [13] says this is as a result of the dominant use of English became the most dominated and most powerful language

in the world that motivated many linguists and language researchers to call it an international language. So from those opinions on the power of English may benefit for the students.

3. CONCLUSION

On the basis of the discussion and the need analysis of textbook development which is design by using the ADDIE model it is expected the Biology education students could be motivated and being challenge to improve their ability in English.

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