Teaching Material Development in Thematic Approach for Learners of Literacy Learning Learners in Community Learning Center in West Lombok

by I Nyoman Sudika

Title

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Abstract

Literacy learning for illiterate learners is one the activities in the Community Learning Center.Many teaching approaches and methods had been applied, but the learning stillface some constraints related to the capacity and spirit of the learners. This research, in relation to that, is expected to contribute in the alternative solution. This is expected to improve the quality of learning in the Community Learning Center through the theme-based teaching material development. To achieve that, some stages are conducted as relevant material collection and competence mapping in each material and language function. The data were collected through observation, documentation, interview and Focus Group Discussion (FGD). The data were analysed qualitatively by describing phenomena happening during the data collection through inductive analysis.

Based on the survey during the interview and FGD of the respondents, it is recommended that 25 themes be relevant to be used in the literacy learning in Community Learning Center. The recommended themes are distributed based on (a) closeness to the learners,(b) complexity of language use appearing during the language function analysis,(c) complexity of vocabulary appearing from the themes. This is to be used in planning teaching materials through thematic approach. Therefore, the development of literacy teaching material targeted to achieve competences such as: (a) reading the theme correctly,(b)writing thematic ideas related to daily life, (c) calculating thematic basic math/calculation both oral and written, and (d) communicating in oral and written Indonesian correctly based on necessities.

Keywords: material development, thematic approach, literacy.

Introduction

The guiding of illiterate learners is one of the activity programs in Community Learning Center (CLC).The characteristics of the learners at the level of basic literacy are those who do not recognize all the letters, cannot string words fluently, and do not understand the meaning of a sentence clearly. Although they have not yet been able to write,read,or count, they have already had the knowledge and experience that can be used in learning activities (Hatimah, 2007: 53).

Illiterate society, especially people in West Lombok, rarely acknowledged publicly that they are illiterate and rarely have a strong desire to learn reading,writing, and arithmetic. Various approaches and methods of learning has been carried out by the organizers, but there are problems in its implementation, especially with regard to learners' learning interest which gets more diminishing and the provision of teaching materials which is not proper. In addition, according to initial information obtained, the learners are willing to come to CLC only if they are given some money. The activity program results of community service conducted by Paridi, et al (2013) showed that there are still difficulties to motivate and convince the learners to learn reading and counting, not to mention the attitude of the learners which are still reluctant to follow the lessons. Therefore, this research is crucial to conduct by developing teaching materials with theme-based approach on the assumption that with the completion of teaching materials which are structured and appropriate with the needs of the learners,they are expected to master the language to communicate in everyday life. Thus, in order to motivate their learning, the necessary teaching materials appropriate to the character and culture that exist in the community so that illiteracy can be suppressed.

Based on the above explanation, the problem in this study can be described as follows;(1)What teaching materials are relevant to give to illiterate learners in CLC?(2) What language competencies are needed for illiterate learners?(3) What language functions are needed to support these functions?(4) What language elements whatever are needed to support the language functions?

This research generally aims to improve the quality of learning in Community Learning Centre by conducting the development of theme-based teaching materials. To achieve this objective, data collection were be done regarding the relevant materials for illiterate learners and competency mapping on each material and language functions supported by language elements.

Regarding the constraints existing in the CLC programin West Lombok,the development of theme-based teaching materials have been be conducted through this

research; particularly related to the implementation of learning and the description of language functions appropriate with the needs of learners in everyday life. The model of this material development is not only applied in CLC in West Lombok, but is also used as a program reference in other places. Thus, the urgency of this research is: a product of a theme-based literacy textbook at CLC which is based on the needs of the learners. With the completion of this textbook, it is expected that the process of learning could run smoothly, especially for every illiterate learners.

Literature Review

Literacy Learning

Literacy learning is aimed at developing learning services for the poor. The problems often encountered in poor literacy program are (1) their ignorance about the importance of literacy education for the advancement of life; and (2) literacy program providers find it difficult to attract attention and engage them, especially adults, in learning. One way to overcome these problems is by creating programs which must touch the economic activity that can be directly used in their daily lives. In the context of lifelong education, responsibility of literacy programs do not stop after the program ends, but it should be up to the impact of learning constantly throughout their life (Arfini, 2014:24).

He also explained that literacy is a human right for the advancement of society worldwide. Illiteracy is a major problem, not only in developing countries but also in industrialized countries. This is the impact of poverty, unemployment, conflict, tension, and social structure, which can and will have an impact on individual and society. Literacy is not merely about reading, writing and counting skill, but it is a tool to meet the needs created by advanced technology. All of this requires knowledge, skills, and understanding in an effort to achieve basic literacy.

The learning activities for learners are also performed just like in formal school. That is, the learning activities refer to the literacy competency standards which are developed based on the level of literacy competence to be achieved by the learners (Kusnadi, 2002). There are four principal approaches to literacy learning, namely: the local context, local design, participatory process, and functionality of learning outcomes.

Local context means that the activities refer to the local social context and the specific needs of each learner and the local community. Accordingly, it is necessary to observe the surrounding environment. The aim of such observation is to find and collect information about the potential, problems, and solutions in accordance with the situation,

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conditions and occupations of the learners. Local design means making our own design with the learners regarding the learning activities in study groups based on interests, needs, problems,reality,and the local potential. The design of learning activities (curriculum) should be flexible, easily modified, changed, and added so that it is in accordance with the interests, needs, agreements, circumstances of the learners.

Participatory process means the using of functional literacy approach in the planning, implementation and evaluation of literacy learning must be based on a participatory strategy. In this case, it is necessary to involve the learners actively in every stage of the learning activities in study groups. Functionality of learning outcomes means that the expected results of the learning process is that the learners are able to functionalize their literacy to analyze and solve problems in order to improve the quality and standard of living. Through functional approach,it is expected to:

a. Utilize the reading skill for information   and new   ideas,

b. Utilize writing skill to describe experiences, events, activities, and make plans,

c.Discuss and analyze the problems and resources, or the potential that exists in the environment,

d. Try to explain the new ideas learned through reading materials, be able to write correctly, analyze and discuss, and can carry out their learning activities independently.

According to Purnomo (in Hairuddin, 2007: 15), functional language learning should be linked to their functions, both in communication and in meeting the skills to live. Furthermore, the functional principle of learning a language is essentially in line with communicative approach.The concept of communicative approach implies that the teacher is not a ruler in class. Teachers are not the only conduit of information and learning resources. Instead,they act as recipients of information. So learning is based on multi sources. In other words, learning resources consist of teachers, learners, and the environment. The closest neighborhood is the classroom.

Thematic Approach

The word "thematic" referred to in this research is the development of teaching materials based on themes that fit the needs of illiterate learners. Kridalaksana (1983) stated that the theme is related to the situation and becomes the base of starting talks. In the field of literature, the theme is given various limits. Nurgiyantoro (1995) stated that the theme is the meaning contained in the story which can be seen as the basis of the story, the idea of a common base. That idea is developed into a story or conversation. The theme is actually

possible to have a sub-theme that is often referred to in general conversation as topics. Therefore, the theme can be broad in scope, and even abstract, while the sub theme is more specific and more concrete (Haryadi and Zamzami,1997:7). Thus,thematic learning intended in this research is the development of teaching materials based on themes that fit the needs of illiterate learners.

Teaching Materials and Textbook

According to the Ministry of Education (2003),teaching materials is the material that students need to learn as a means to achieve standard and basic competencies. Learning materials (instructional mnaterials) are the knowledge, skills and attitudes to be taught by teacher and should be learned by students to achieve the standard of competence and basic competences. There are several types of learning subject matter; facts, concepts, principles, procedures, attitudes or values, and motor.

Learning materials for facts include names of objects, historical events, symbols, place names, names of people, and so forth. Learning materials for concept include understanding, definition, special features, components, and so on. Learning material for principle cover proposition, formula, adagium, postulates, theorems, or relationships between concepts that describe "if, then", as in "if the metal is heated, then it expands", and so forth. Learning material for procedure is the systematic or sequential steps in completing the task including ways that are used to perform or produce something. Attitudes or values is an affective learning materials including honesty, compassion, mutual help, enthusiasm, interest in learning, and so forth.

From the above explanation, it can be stated that the teaching materials are all kinds of materials that are used to help teachers/instructors in carrying out the teaching and learning activities in the classroom. Material in question can be written and unwritten materials.Teaching material is also an ingredient or material that students need to learn in one unified particular time. This material may include concepts,theories and formulas of science; how, procedures, and measures to do something; and norms, rules, or values. Instructional materials for cognitive learning (knowledge) will manifest theories or concepts of science. Instructional materials for psychomotor learning (skills) will be in the forms of means or procedures to do or get things done. While the instructional materials for affective (attitude) learning will manifest the values or norms.Thus, teaching materials concerns about aspects that students should learn in the cognitive, psychomotor, and affective.

The development of teaching materials in literacy learning plays an important role in the implementation of community education programs given the teaching materials is one of

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the decisive components for the achievement of social non-formal education. Therefore, this research is expected to produce a design for the development of teaching materials that focuses on the principles of functional literacy, i.e. learners can use the language in everyday life according to their needs and functions.

Research Method

The types of data needed in this research are: (1) Relevant material used in literacy learning in CLC,(2)List of language competencies in each material,(3) Language functions to achieve competencies, and (4) Language elements supporting the functions. In order to collect those data, some methods were applied including (a) observation about the learner condition and relevant teaching materials, (b) documentation to gather written data from some references relevant and related to the needed materials, competencies, and language elements,and (c) interview to gather information from the instructors and literacy experts in CLC in Lombok island, and d) Focus Group Discussion (FGD) attended by the instructors and literacy experts in CLC in West Lombok.

Data collected were then analyzed qualitatively, meaning that the analysis describes the phenomenon happened based on information analyzed inductively so that it could imply more precise meaning (Sudjana, 2004:199).

Discussions

Based on data collection from interviews and Focus group discussion (FGD) with the instructors and managers of CLC, it can be formulated that literacy program needs to continue to be improved, so that the students' learning outcomes can be more meaningful in their daily lives. One of the components of the learning that needs improvement is the quality of learning materials that are relevant and functional for the learners.

Main Objectives of Literacy Education

The main goal of literacy education is to educate the learners in order to utilize the basic ability to read, write and count, and also utilize their functional ability in everyday life. Study group teachers/instructors of functional literacy have a role in selecting and using learning materials. To support this, then what needs to get attention is the development of learning/teaching materials which can motivate learners to learn, and which is relevant to the environment and the lives of learners. Moreover, teaching materials need to be functional so that it could directly benefit the learners in improving their literacy in everyday life.

In accordance with the objectives of this research which is an emphasis on the development of teaching materials witha thematic approach, the development of thematic teaching materials is prepared by the teacher / tutor together withlearners to learn or by author/writer based on certain themes that are needed for the study. Thematic learning is an attempt to integrate knowledge, skills and attitudes as well as creative thinking by using themes.

The kinds of learning activities applied for the learners in the classroom by most of the teachers / instructors are usually group work (70%) and individual work (30%).Both learning activities are done depending on the type of material it conveys.

The literacy learning for learners puts more emphasis on learning skills of reading, writing, counting, oral and written communication in Indonesian. All aspects of language and counting skills are taught in an integrative manner in any learning activities for the learners to learn.

Problems Faced in Literacy Learning inCLC

The instructors/ tutors have difficulty in the learning process because of the unavailability of textbooks in presenting the material for both tutor and learner.Learning materials are given based on experience of instructors and conditions of learners/learners. In addition, the learners lack motivation to learn because they think they are too old to study. Furthermore, the learners find it difficult to understand the learning materials, not to mention their relatively low presence level.

To solve the above problems, tutors applied various methods in the learning of literacy in order to increase the motivation of learners to follow the teaching and learning process. Furthermore, the tutors also put maximum effort to make sure that the materials are related with the usefulness of the material in their everyday life. In presenting the material, the language used is the combination of Indonesian and local language(Sasak).

Order of Theme List

Based on the interview and FGD results, respondents recommended 25 themes relevant to the literacy learning in CLC. The 25 themes are presented in the table as follows:

Themes	
1. Introduction	2. Custom and Culture
3.Family	4. Economy and Trade
5.Habit	6. Occupation
7. Foods and Drinks	8.Labor(TKI/TKW)

9.Market(Shopping)	10.Recreation and Leisure
11.Transportation	12.Fishery and Marine
13.Health and Sports	14.Juvenile delinquency
15.House and Family	16.Agriculture and Farming
17.Education	18.Tourism
19.Personality	20.Politics and Democracy
21.Villages and Towns	22. Craft Industry
23.Religion and Belief	24.Marriage and Polygamy
25.Religious Holiday	

The recommended themes from the survey were distributed based on (a) the closeness of the learners,(b) complexity of language use appearing during the language function analysis, (c) complexity of vocabulary appearing fromthe themes.

Competence Learning Outcomes

Once learners learned to follow the teaching and learning activities, actively participated in learning, did the tasks given, they are expected to achieve the following competencies:

1.	Reading	a. Develop the ability to read vowels and consonants of
		latin alphabet correctly, recognize and read syllables,
		read the words of at least two syllables, read simple
		and compound sentences, and their variations in
		Indonesian, read the emblem and name of numbers. b. Develop the ability to understand the meaning of
		punctuation in simple and compound sentences and
		their variations in Indonesian, and be able to
		understand simple instructions in Indonesian on the

		theme: introduction, family, habits, food and
		beverage, health and sports.
2.	Writing	a. Develop the ability to write vowels and
		consonants of Latin alphabet correctly, write
		syllables, write the word consisting of the at least
		two syllables, write a simple sentence consisting
		of subject, predicate, object and or a description in

		Indonesian, and be able to write compound sentences in Indonesian along with its variations, as well as the ability to write the symbol of numbers and names of numbers. b. Be able to compose the main and supporting idea in paragraphs, and develop complete sentences and paragraphs related with the themes: transportation, home and family, education, personality, customs and culture, labor (TKI / TKW), juvenile delinquency, and tourism
3.	Counting	a. Develop the ability to count the objects correctly, state the results of counting objects in the symbol of numbers, compare two numbers or more, do addition and subtraction using several methods, do multiplication and division using several methods, measure the length, weight and volume, recognize and calculate the flat surface and simple geometry, identify and count the units of time. b. Develop the ability to use basic mathematical operations, calculate income and expenses in

		various activities, calculate costs and revenues in the business activities with the themes: market (shop), religion and beliefs, economy and trade, agriculture and farming, craft industry
4.	Communication	a. Develop the ability to listen to information from various sources in spoken Indonesian, understand the information received from various sources in spoken Indonesian, respond to information received from various sources in spoken Indonesian, communicate information in spoken Indonesian. b. Develop the ability to listen to information from various sources in written Indonesian language,

		understand the information received from various
		sources in written Indonesian language, respond to
		information received from various sources in
		written Indonesian, communicate information in
		written Indonesian theme: work, recreation and
		entertainment ,fishery, politics and democracy,
		handicraft industry, marriages and polygamy.
5.	Grammar	Improve the ability of the learners to learn to use basic grammar in Indonesia as a support activity over the language skills in these themes.

The Description of Materials, Competence and Language Functions

The description of teaching material is based on the results of the mapping theme obtained through FGD from the tutors and managers of Ar-Rohmah CLC in Kebon Ayu District of Gerung and Al-Husna CLC at Gelogor village, Kediri in West Lombok. Those themes were then mapped to the functions of the relevant language, vocabulary related to the functions of language, relevant grammar and appropriate learning activities to achieve competency achievements. Furthermore, the grouping of themes is made appropriate to the type of competence learning outcomes. The theme grouping is also based on the level of abstraction of the theme, the level of difficulty of vocabulary and structural level of the language that appears on each theme.

The description of this material is designed for learners to learn basic literacy education course. To design teaching materials for learners to learn literacy education required an independent business development activity to improve the ability of literacy through learning business skills that can improve the productivity of individual and group independently for learners who have attended and/or achieved basic literacy competencies. For literacy education of independent business, a research is needed in particular as a continuity of basic literacy education. The detailed descriptions of basic literacy learning materials that rest on the themes that have been determined can be seen in someinstances of themes elaborated into language functions as follows:

1) Introduction. This theme is a leading theme because for every person, whoever it is, in the interaction between citizens, it will always begin with introduction as the opening speech,

especially for people who just met for the first time. From this theme can be described on the following components:

a.Competence

b.Language Functions

 (1) Introducing oneself

 (2) Introducing others

 (3) Responding the introduction

 (4) Asking state

 (5) Expressing simple asking phrase ('who is this,' who is that')

 (6) Expressing proper greeting ('father', 'mother')

c.Grammar

 (1) Using question words: what,who,where,how.

 (2) Using additive in the market theme (buy,sell)

 (3)Using pronouns

d.Vocabulary

 (1)Name

 (2)Age

 (3)Residence

 (4)Address

 (5)Birth

 (6) The date, month,year

 (7) The village, sub-district,district

 (8) Siblings,you.

e.Learning Activities

 (1) Monologue Activities (introduce oneself)

(2) The dialogue (Introduction with a friend)

(3) Small groups activities (introduce others).

2) Family. These themes are considered quite relevant because it relates to the daily life of the learners. Each participant in everyday life is certainly one or a part of the family. Functions and language elements of this theme can described as follows:

a. Competence

b. Language functions

(1) Expressing kinship

(2) Talking about family

(3) Talking about daily activities

(4) Talking about occupation

(5)Calculating numbers

c.Grammar Elements

(1) The use of ordinal numbers

(2) The noun with affix

(3) The noun with affix

d.Vocabulary

(1) Kinship such as the words: father, mother, brother, sister, grandmother, grandfather,etc.

(2) Brothers of five,two,threes

(3)Occupation: farmers,fishermen,teachers,mechanic,merchants,ranchers

(4)Routine activities: cooking, sweeping, working, selling, mowing, fishing, planting, harvesting.

e.Learning Activities

(1)Monologue

(2)Question and answer

3) Habit. This theme is a theme that is very close to the lives of learners, so the vocabulary associated with this theme is very easy to understand.

a.Competence

b.Language functions

(1)Expressing personal pleasure

(2) Talking about the daily activities

(3)Expressing the time,day, date, month and year

c.Grammar Elements

(a) The use of pronouns

(b)The use of affix on word roots

(c) Use of question words: when,where,how,with whom

d.Vocabulary

(1)I,he,they,you,you

(2) Go to the market,sweeping,washing, harvesting,planting,cooking,fishing, hoeing, mowing,selling, hitchhiking, catching, cleaning

(3) The aspect of time: yesterday, yesterday,today,tomorrow,day after tomorrow, later

(4)Aspects of place:here,there,there,at home, in the garden, in the fields

(5) Intensity: often,sometimes,rarely,never

(6)Numbers.

e.Learning Activities

(1)Monologue

(2)Discussion

(3)Questions and answers

The above description shows that basic literacy learning centered on the theme can be described into: the competence of the learners, language function,grammar elements, vocabulary,and learning activities. The competence discussed here is reading, writing, calculating, and communicating in good and correct Indonesian. The description of vocabulary and grammatical elements as supporting language functions on each theme can be used as a basic ingredient in the preparation of teaching materials of basic literacy in this research activity.

Conclusion

Based on the survey results through interviews and focus group discussion, respondents recommended 25 relevant themes to be taught in literacy learning in the CLC. The recommended themes that are distributed are based on (a) the closeness of the learners, (b) complexity of language use appearing during the language function analysis, (c) complexity of vocabulary appearing from the themes. It is used as a basis in the design of literacy teaching materials with a thematic approach.Therefore, the development of literacy teaching material targeted to achieve competences such as: (a) reading the theme correctly, (b) writing thematic ideas related to daily life, (c) calculating thematic basic math/calculation both oral and written, and (d) communicating in oral and written Indonesian correctly based on necessities.

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