

Developing an English Grammar Practice Book based on Multicultural Values for Second-year University Students

Andianto^{1*}, Leny Setyana², Eka Yuniasih³, Restina Damayanti⁴

Institut Agama Islam Negeri (IAIN) Metro, Indonesia

Email: andianto@metrouniv.ac.id^{1*}

ABSTRACT

The aim of this study is to develop an English grammar practice book model based on multicultural values as teaching materials for compulsory subjects of the university in Indonesia. This research-based on Research and Development approach, which is adopted from Gall, Gall, and Borg (2003). The data were collected through interviews and questionnaires. While qualitative data were analyzed using an interactive analysis and quantitative data analysis used percentages. The research participants consisted of lecturers and students at two universities in Indonesia. The findings showed that 1) the conceptual model of the English grammar practice book is applicable and contextual which presents the latest issues in accordance with the issue of Indonesian multicultural values. 2) The content of an English grammar practice book constitutes the following components: chapter titles, introductions, material presentation and elaboration of multicultural values, competence performances, summaries, reflections, variation exercise. It is suggested that the textbook model more help in developing multicultural competencies students in communication with other people from different backgrounds through using English as an international language.

Keywords: *English grammar; grammar practice; multicultural value; research and development; university students*

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INTRODUCTION

Language is a very important tool in human life as communication. Humans use language in both spoken and written forms to express their ideas. In order to convey it properly, we need to master the structure of the sentence and the rule of language itself (grammar). English in Indonesia is a foreign language. There are several factors that can affect the success of students in learning English, one of which is grammar. As stated by Brown (2007:420), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.

Most of the students think that learning and understanding English grammar (grammar) is very difficult since English grammar is very in contrast with Indonesian. They find that it is difficult to apply grammar both spoken and written. It is caused by many factors including the complicated rules in English grammar. For example, English words (part of speech) are divided into eight types, namely, pronoun, adjective, verb, adverb, conjunctions, prepositions, and interjections. Those words have their own main functions and positions in the sentences and must be appropriately used. In addition, English has 16 tenses. The sixteen forms of tenses have their own rules and formulas which are different and the others.

Grammar is a basic material that must be mastered by everyone who wants to master English. Especially the students of Tadris Bahasa Inggris (TBI)

in Institut Agama Islam Negeri (IAIN) Metro as the candidate of English teachers at school, ideally they must be able to master proficient grammar. However, the fact shows that the students still have difficulties in mastering grammar. It can be seen from the results of observations of students' final assignments or theses which show that there are still many errors in writing related to grammar. Therefore, it is necessary to be discussed and solved. In other words, the appropriate solution is needed.

Actually, there are several theories related to the principles in teaching grammar. Harmer (1989:4) divides grammar teaching into two groups as covert and overt teaching. In covert teaching, the grammatical facts are hidden from the students even though they are learning the language. Teachers help the students to acquire and practice the language, but they do not draw conscious attention to any of the grammatical facts of the language. While in overt teaching, the teacher actually provides the students with grammatical rules and explanations the information is openly presented. According to McKay in Nunan (1998: 154), there are three principles in teaching grammar. Firstly, teaching grammar entails the formal explanation of grammatical rules. Secondly, teaching grammar is basically a matter of providing learners with practice in mastering common grammatical patterns through a process of analogy rather than explanation. The last, teaching grammar

is a matter of giving students the opportunity to use English in a variety of realistic situations. In addition, Ur in Nunan (1998: 15) states four-stage as the approach in teaching grammar namely *Presentation, Isolation and Explanation, Practice, and Test*.

Based on the presented theories above, the researcher concluded that teaching grammar needs both direct explanations related to the rules or formulas and the opportunity for doing exercise in realistic situations. It means appropriate teaching materials containing direct explanation and complete exercise is needed for English grammar learners. Referring to teaching materials, Hutchinson dan Waters (1987:107) explains several characteristics of good teaching materials, those are: 1) The good materials do not teach, but encourage learners to learn; 2) The good materials provide a clear and coherent unit structure which will guide the teacher and learner through various activities to maximize chance of learning; 3) The materials are made with good design and illustration; 4) A material must be clear and systematic; 5) The good materials should try to create a balanced outlook; 6) The good materials should introduce teachers to new teaching.

Moreover, Richards (2001:263) assumes that, teaching materials should fulfill the needs of students, lecturers, and learning; 2) Teaching materials should be able to make students happy in the teaching and learning process; 3) Teaching materials should be able to

help students develop self-confidence so that they dare to communicate with anyone; 4) Teaching materials should be relevant and appropriate; 5) Teaching materials should be able to facilitate students to learn independently; 6) Teaching materials make it easier for students to get the points taught; 7) Teaching materials should provide opportunities for students to use the target language to achieve communicative goals; 8) Teaching materials must be considered that students have different learning styles and attitudes; 9) Teaching materials should provide feedback; 10) Teaching materials should not rely on controlled exercises.

Therefore, this research aimed to develop Practical Grammar Book Based on Multicultural as the solution in providing effective and authentic teaching materials for Teaching Basic Structure and English Grammar Subject at Tadris Bahasa Inggris (TBI) in Institut Agama Islam Negeri (IAIN) Metro. Basically, the linkage of multicultural values in this research design is how to internalize multicultural values in the design of the grammar practice book. Parkay and Stanford (2011:35) assumes that multicultural education or teaching is also based on the fact that students do not learn in a vacuum, their culture influences them to learn in certain ways. The multicultural values applied in teaching materials can be in the form of an introduction to various cultures in Indonesia such as houses, traditional clothes, special foods, folk songs, and

warrior figures, places of religious worship, wedding ceremonies, and important vocabulary coming from ethnic groups or countries (races), names according to regions and others into English sentence examples. As Indonesian EFL learners, the students will be more motivated to learn Practical Grammar books which presented their own culture.

METHOD

Design

Research and Development (R&D) was carried out in this research. It is thought to be a good paradigm for "developing and validating instructional materials" (Borg and Gall, 2003). This research has the objectives to describe and in order to produce a product in the form of a practice book that is in accordance with the needs of students and integrated with multicultural values, the researcher applied the Research and Development method. Research and development is a research method used to produce a particular product, and test the effectiveness of that product (Sugiyono, 2015).

The Research and Development approach was used to generate a practice book for basic structure and grammar courses. This research has some steps that become that prime tendency to develop a product, namely, 1) identifying problems, 2) need analysis, 3) designing product, 4) revising product and, 5) field test, and 6) implementation.

Participant

The research was conducted at Higher Education of Indonesia. The population in this study were college students in Indonesia who took an English grammar course in the 2018/2019 academic year. The sampling technique was purposive. The research samples and research locations in the limited trial included the two universities in Indonesia, Institut Agama Islam Negeri (IAIN) Metro, and Universitas Muhammadiyah Metro (UMM). The expert groups that have been involved in the Focus Group Discussion are textbook experts, English Grammar material experts, value learning experts, and lecturers in Basic English Grammar courses.

Data Collecting Technique

The instruments used were interview sheets and questionnaires. The interview sheets were used to collect data on the needs analysis of the textbook model and students' need in learning English grammar, while the questionnaires to validate the model by content material experts and book experts, and by students to gauge the effectiveness and worth of the textbook. The interview sheets consist of open-ended questions that must be answered by the participants. The questionnaires contain statements that must be assessed by participants using the scale of "very good, good, poor, and very poor". The questionnaires were tested for validity with Pearson's product-moment correlation and reliability tested with

Cronbach's alpha (Shadish, et.al, 2002). Based on the test, instruments of the questioner were valid with a coefficient of correlation bigger than 0.328 (r table) and have a coefficient of alpha reliability $0.576 > 0.600$ indicates the instrument is reliable.

Data Analysis

This research employs a qualitative method to analyze the data through (1) problem identification; (2) collecting information and classifications; (3) designing product so that the relationship between the data becomes clear and intact; (4) expert validation and revising product design; and (5) pre-field testing, and revising product; (6) main field testing, and last revising for the product (Sugiyono, 2007, p. 298). These steps were processed in three phases namely, need analysis, develop a product, and Evaluation product. Furthermore, quantitative analysis was performed in the form of percentages, diagrams, and basic competency mapping patterns (Creswell: 2012).

RESULTS AND DISCUSSION

Result

The results of this study begin with the development of the design of a grammar practice textbook with multicultural values were validated by content/material and media experts, and peer reviewers.

The Design of an English Grammar Practice Book

Based on the needs analysis, a conceptual English Grammar textbook model based on multiculturalism was developed, which incorporates the values "unity in diversity" in physical, ethnic, religious, cultural, political, and ideological differences in the content material according to the government's curriculum while taking into account contextual and applicative principles and meeting the requirements of a good book. The textbook was designed with the following outline based on such a conceptual model.

Table 1. The last Revision of the Draft English Grammar Practice Book

No	Parts	Content
1	Book Identity	<ul style="list-style-type: none"> a. cover: b. preface c. how to use the book d. table of contents
2	Book contents	<ul style="list-style-type: none"> a. Titles of the chapters b. Introduction c. Content materials and elaboration of multicultural values d. Competence performance e. Summaries contain the conclusions f. Reflections or exercise.
3	End of the Book	<ul style="list-style-type: none"> a. Glossary b. Bibliography

The Validation of an English Grammar Practice Book

To know the quality of the product viewed from Content/Material, the product was reviewed by experts. Below is the result of the test.

Table 2. The Score of Content/Material Given by the Expert

Aspects	Score (X)	Score Max	(%)	Category *
Content Appropriateness	19	24	79,17	Good
Content Appearances	15	20	75,00	Good
Language Appropriateness	24	28	85,71	Very Good
Contextual and Multicultural Values	19	24	79,17	Good
Total-Content	77*	96	80,21	Good

*** Category:**

- Very good = $X \geq 78$
- Good = $78 > X \geq 60$
- Fair = $60 > X \geq 42$
- Poor = $X < 42$

The result of validation given by content/material expert shows that score of content appropriateness is 19 (good), Content Appearance is 15 (good), Language Appropriateness is 25 (very good). The total score on the content aspect of the product is 78. , It means that the quality of the product based on the content is “good”. To get the other feedback from the expert, based on the questionnaire, there are some suggestions to make the product better in the following table.

Table 2. Experts’ suggestion on content/material aspect

No.	Suggestion	Revision
1.	Add more variative exercise!	Adding the other kinds of exercise (true or False question and multiple choice)
2.	Add the example on how to answer the exercise!	Give the example of how to answer the question in the initial exercise.
3.	Give the summary of every chapter before doing the exercise	Add the summary of the lesson in every chapter/topic.
4.	Revise some errors in spelling	Revising some spelling errors
5.	Revis some errors in grammar	Revising some grammar errors

The experts also recommend that this grammar practice book is good and worthy to use with some revision.

To know the quality of the product viewed from the media aspect, the product was reviewed by the expert of media. Below is the result of the test.

Table 3 The score of Media given by the media Expert

Aspects	Score (X)	Score Max	(%)	Category*
Book Size	7	8	87,5	Very good
Book Design	9	12	75	good
Book Content	16	20	80	good
Total Media	32*	40	80	good

*** Category:**

- Very good = $X \geq 32,5$
- Good = $32,5 > X \geq 25$
- Fair = $25 > X \geq 17,5$
- Poor = $X < 17,5$

The result of validation given by media experts shows that the score of book size is 7 (very good), book design is 9 (good) and book content is 16 (good).

The total score of media is 32. It indicates that the quality of grammar practice books viewed by the media expert is “good”. The expert also gives suggestions to revise the cover of the book and the appearance of the book content. The expert recommended that the product, grammar practice book, is worthy to use by giving some suggestions to revise.

The last reviewer of the product is peers. Peer is the English lecturer of IAIN Metro. Below is the result of peers.

Tabel 4 The Score of Product Given by Peer

Aspects	Score (X)	Score Max	(%)	Category*
Content Appropriateness	19	24	79,17	Good
Content Appearances	14	20	70,00	Good
Language Appropriateness	24	28	85,71	Very good
Contextual and Multicultural Values	19	24	79,17	Good
Media	29	40	72,50	Good
Total Peer	105*	136	77,21	Good

*** Category:**

- Very good = $X \geq 110,5$
- Good = $110,5 > X \geq 85$
- Fair = $85 > X \geq 59,5$
- Poor = $X < 59,5$

Based on the result of assessment given by peer, it shows that the score of content appropriateness is 19 (good), content appearances is 14 (good), language appropriateness is 24 (very good) contextual and multicultural is 19 (good), and media is 29 (good). The total score of the assessment given by peers is 105 (good). The peer-recommended that

the book, grammar practice book, is worthy to use. The expert also gives suggestions for the next product. It is important to consider the accuracy in using the structure of language.

The Assessment of the Effectiveness and Usability of the Textbook

The effectiveness and usability of the textbook understudy in the structure and grammar course was determined by the results of limited and extensive trials conducted at three universities in Indonesia. The effectiveness and usability of the textbook in a variety of randomly selected study programs are discussed below.

Tabel 4.3 The Score of Product Given by Users

Aspects	Score (X)	Score Max	(%)	Category*
Students interest	391	480	81,46	Very good
Content	681	840	81,07	Good
Usefulness	274	360	76,11	Good
Language Use	372	480	77,50	Good
Total Users	1718	2160	79,54	Good

*** Category:**

- Very good = $X \geq 1755$
- Good = $1755 > X \geq 1350$
- Fair = $1350 > X \geq 945$
- Poor = $X < 945$

Based on the result of the assessment given by users, it shows that the score of students’ interest is 391 (very good), content is 681 (good), usefulness is 247 (good), and language uses is 372 (good). The total score of assessment given by users r is 1718 (good). Based on

students' respon to the product, it indicates that the product is good and it is worthy to use.

Discussion

Based on the researcher's find, the model of the English Grammar book is a kind of book of basic grammar and structure which may help the students to learn the structure and grammar more practice rather than the analytic theory of grammar. The first process of finding the model of English grammar is needed analysis. It aims to meet the students' needs in the learning of structure and grammar.

The researchers intend to develop the English grammar practice book in three stages, namely analysis, design, and development. The book was divided into three sections: (1) book identity (cover, preface, how to use the book, and table of contents); (2) book contents (chapter titles, introductions, material presentation, and value elaboration); and (3) book end (glossary and bibliography). These stages of book development, as described above, are in accordance with the principle: a) meaning, the book is meaningful to students; b) success, we can measure how the book influences student behavior; c) balance, the book may develop students' personalities in a balanced and comprehensive manner; and d) practicality, the book addresses daily actions. (Harjanto, 2008; Komalasari & Saripudin, 2018)

The product of this research is the grammar practice book based on

multicultural values. This product is developed to help the lecturers in the teaching-learning process and students to sharpen and deepen their mastery of grammar. It is also to make the students easy to learn by giving variation exercises. The students can do some exercises related to the topic whenever and wherever they are. With these teaching materials, students are expected to be able to learn optimally, not only mastering theory and formulas but also implementing and analyzing these theories. In addition, the existence of these teaching materials can be an impact in increasing student interest in learning grammar and structure.

The development of content materials in the book is consistent with the social constructivism notion that knowledge is one's own construction (Glaserfeld, 1989). Students create the schemes, categories, concepts, and knowledge structures required to embrace global understanding. This takes into consideration the following factors: 1) analyzing curriculum learning outcomes; 2) selecting concepts, facts, principles, and procedures based on learning outcomes; 3) evaluating the appropriateness of the book's contents in terms of achieving the course objectives (students' cognitive, affective, and psychomotor domains), and applying general textbook writing principles; 4) determining the viability of presenting books by contextually incorporating learning design principles; 5) investigating material from students' daily lives, such as social culture,

economics, and politics. The value of the multicultural-based learning model in English grammar learning finds the importance of the process of students' cultural expression in the school environment and to understand each other and know each other's culture (Suastika, et.al, 2021).

Moreover, the results of expert validation relating to the quality of the book indicate that most components of curriculum relevance, presentation, graphics, and the values of multiculturalism have been considered decent. The development of teaching materials in the form of an exercise English Grammar Practice Book is a development carried out by researchers with assistance from experts, namely material/content experts, media experts, and learning experts/peer. These experts provide input and validation of the design of this exercise book.

Based on the results of material/content expert validation in which there are four aspects of the assessment, namely Content appropriateness, content appearance, language appropriateness, and contextual and multicultural elements, it shows that all these aspects indicate that teaching materials in the form of an exercise English Grammar Practice Book are suitable for use in good categories.

Then the validation results from media experts covering aspects of book Book Size, Book design, and book content show that this exercise book is also worthy of being used in a good category.

Besides, the validation from professionals or peers which includes aspects of Content appropriateness, content appearance, language appropriateness, and contextual and multicultural elements, book size, book design, and book content also shows that this exercise book is worthy of being used in a good category. The three experts also provided input for improvement so that the products developed are better.

The product developed in this study is in the form of an exercise book (Grammar Practice Book) for students so that it requires input/validation from the user. There are four aspects that are measured in order to determine the feasibility of teaching materials by users, namely students' interest, content, usefulness, and language use. From these four aspects, it shows that the teaching materials in the form of exercise books developed by researchers are suitable for use in good categories. During the learning process and using this exercise book, it was also known that the users were enthusiastic in doing the exercises in the book.

By using the grammar practice book based multicultural which is developed by the researcher, the researchers get some field findings:

1. Teaching materials in the form of a multicultural-based Grammar Practice Book increase students' interest in learning Basic Structure and Grammar.
2. With the availability of practice materials in the form of varied

questions, students are challenged to continue/answer the next questions.

3. During the learning process, there are several questions that raise further questions related to the material and need to be solved together.
4. By using teaching materials in the form of this exercise, students have the opportunity to practice independently at home.

CONCLUSION

The development of the English Grammar Practice Book based on multicultural value encompassed three stages, namely the analysis stage, the design stage, and the development stage. The book framework included: 1) book identity, including cover, preface, and table of contents; 2) book contents, including chapter titles, introductions, presentation of content material and elaboration of values of multicultural, competence performances, summaries and exercise; 3) end of the book, including glossary and bibliography. The textbook model incorporated a concept that concerns tolerance of religious, physical, cultural, linguistic, political, and ideological diversity. The results of expert validation demonstrate that most components of the curriculum, presentation, and graphics were deemed good. Students' perception showed that the feasibility of the book and the values of multiculturalism were assessed decent that the book was assumed to be able to raise awareness of diversity among students.

RESEARCH LIMITATION

Teaching materials in the form of a multicultural-based "Grammar Practice Book" exercise book are generally considered of good quality but still have several limitations, namely:

1. Limited time for preparing teaching materials so that there are some topics that are not developed in these teaching materials.
2. The production of teaching materials based on the development procedure is only limited to the revision of the usage trials and not yet at the stage of product dissemination and product effectiveness testing in order to improve students' grammatical abilities.
3. Books that are printed and given to students during product trials are not in the form of books according to book standards.

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