

# THE DEVELOPMENT OF INSTRUCTIONAL MEDIA : A BILINGUAL BOOK ABOUT PORANG (ELEPHANT FOOT YAM)

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## ABSTRACT

*Porang or Elephant Foot Yam have become the main income in Jembul village but the problem is the researcher did not find any book about Elephant Foot Yam in this village even Elephant Foot Yam itself is the biggest income in this village. Therefore the author finally decide to make a book and this research was a developmental research which was aimed at developing a bilingual book about porang (Elephant Foot Yam) in Jembul village. Based on the observation result in Jembul Elementary school, The interest of the students, they are not only interested but also feel happy when read a book that contain not only Indonesian language but also English language.*

**Keywords:** Elephant Foot Yam, Bilingual Book, Student Interest

## ABSTRAK

Porang menjadi salah satu hasil panen terbesar di desa jembul namun terdapat permasalahan yang cukup fatal di desa tersebut yaitu peneliti tidak dapat menemukan satu pun buku tentang porang di desa ini. Mengingat betapa besarnya hasil panen porang. Sehingga pada akhirnya peneliti memutuskan untuk membuat buku tentang porang dan buku yang di kembangkan merupakan buku dwibahasa. Berdasarkan hasil observasi di Sekolah Dasar Jembul siswa cenderung merasa senang dan tertarik ketika membaca sebuah buku yang berisikan lebih dari satu bahasa yaitu bahasa Indonesia dan bahasa Inggris.

**Kata kunci:** Porang, Buku Dwibahasa, Ketertarikan siswa

## BACKGROUND OF THE STUDY

Jembul Village is one of the villages located in the south of Jatirejo District, Mojokerto Regency. The village coordinates is -7.6624149 S, 112.4414957.16 E. Jembul Village, is a village in Jatirejo Subdistrict with an area of only 0.39 km<sup>2</sup> comparing with the area in Jembul Village to Jatirejo District it is only 6% from the total area of Jatirejo. The average surface height of Jembul village is 500 m. The condition of Jembul Village's house which makes the temperature conditions in Jembul Village has a fairly cold temperature.

Natural conditions in Jembul Village Make Jembul become a village with good natural tourism potential. In addition, the village of Jembul also has abundant agricultural products such as porang, coffee, durian, avocado and rice. The most crops are porang. But there is a problem that can be said to be the basic of why it is very rare for people to know what is porang and it is very necessary to make a book about porang by using bilingual language to improve the quality of education in Indonesia.

Along with the times, demanded human resources superior, smart, creative and productive in order to compete at the global level. Various things are done as an effort increasing the competitiveness of the nation. Only in the field of education with organize bilingual learning who uses two languages, generally English and Indonesia. Hope with it This bilingual learning is produce graduates with Indonesian personality but has international ability.

The success of bilingual learning it must be supported by the good system learning, devices learning, and capable facilities support the implementation of learning bilingual itself.

Without appropriate learning media, characteristics of learning applied will become faded. Bilingual media that being used currently unable to optimizing bilingual learning.

The book of porang using translation every paragraph that means material is presented using language English was later translated into language Indonesia in the next paragraph.

According to observations the causes students not fully motivated to learn english is because the students tend to be lazy to translate from English to indonesia and because it is considered difficult to memorize the vocabulary. Students are more happy to learn Indonesian language material, regardless of language material English. This causes use bilingual books become less optimal. Therefore it is felt necessary to make a bilingual textbook that does not translate teaching materials from English to Indonesian, but the book can make students and teachers can apply learning bilingual, the book that presents teaching materials using Language English and Indonesian language integrated. In this study development bilingual porang book. Type Partial immersion meant that the language used is not completely use English. But some material uses english language, and some use Indonesian. Main material about porang is presented in English, while Language Indonesia is used to giving explanations or examples that can help students understand the content of the material. This is expected to make students really can train yourself in learning bilingual, without reduce the knowledge about porang.

the problem that is examined in this journal is about the jembul village which is one of the biggest producers of porang but in the village itself, there is no book about porang, especially bilingual books.

The purpose of this study is to be able to produce a book about Porang in the form of a bilingual book.

## **METHOD**

In this study, researchers used descriptive research methods with a qualitative design and case study for about one months. According to the nature of the problem, descriptive research aims to make a description systematically, factually and accurately regarding the facts and characteristics certain regional population. Whereas according to the purpose of descriptive research namely research that aims to determine the development of physical facilities certain or frequency of occurrence of certain aspects of social phenomena, and to describe certain phenomena.

Case studies are where researchers dig into certain phenomena (cases) in a time and activity (program, event, processes, institutions or social groups) and collect information detailed and in-depth using various collection procedures data for a certain period. Aspects to be examined in this study is "The Development of Bilingual Book in Jembul Village

## **DATA ANALYSIS**

The authors use several techniques for collecting data during the study in. As for the technique that the writer take, as follows:

### 1) Observation

Observation techniques have one advantage because they can observe under reasonable conditions, so it's not made up. Observation can carried out in each situation and recording observations can carried out during observation. Because this research is focused in an application in class, the observer observes class conditions, teacher and students.

### 2) Interview

The interview technique was conducted to explore the application process bilingual in thematic learning. Interviews will be conducted with related parties such as teachers who teach with application bilingual and he is the main key that determines the effectiveness of application

bilingual. In this study, the observer interviewed the resource person closely related to the application of a bilingual approach to learning thematic namely the Principal, Deputy Principal as head of the field curriculum, teachers who teach english.

## **CONCEPTUAL AND TEORETICAL REVIEW**

### **The Essence Of Bilingual**

#### **a. The History Of Bilingual**

In 1839, Ohio became the first state to adopt a bilingual education law, authorizing German-English instruction at parents' request. Louisiana enacted a standardized provision for French and English in 1847, and the New Mexico Territory did so for Spanish and English in 1850. By the top of the nineteenth century, about a dozen states had passed similar laws. Elsewhere, several localities provided bilingual instruction while not state sanction, in languages as diverse as Norwegian, Italian, Polish, Czech, and Cherokee.

Enrollment surveys at the flip of the twentieth century according that a minimum of 600,000 primary school students (public and parochial) were receiving part or all of their instruction in the German language -- regarding four-dimensional of all yankee youngsters within the elementary grades. That's larger than the percentage of students enrolled in Spanish-English programs today. (Until recently, German was the dominant minority language.)

But political winds shifted throughout the planet War I era. Fears regarding the loyalty of non-English speakers normally, and of German Americans in particular, prompted a majority of states to enact English-only instruction laws designed to "Americanize" these groups. Some went thus far on ban the study of foreign languages within the early grades -- a restriction that was stricken down as unconstitutional in 1923.

Nonetheless, by the mid-1920s, bilingual schooling was largely dismantled throughout the country. English-only instruction continued because the norm for LEP students till its failure may now not be unheeded. LEP students in English-only lecture rooms were falling behind in their educational studies and chucking up the sponge of college at fearsome rates.

The Bilingual Education Act of 1968 -- passed throughout AN era of growing immigration AND an energized civil rights movement -- provided federal funding to encourage native college districts to try approaches incorporating native-language instruction. Most states followed the lead of the national, enacting bilingual education laws of their own or a minimum of decriminalizing the utilization of different languages within the room.

#### **b. The Definition Bilingual**

Bilingualism (or a lot of generally: Multilingualism) is that the development of speaking and understanding 2 or a lot of languages. The term will talk over with people (individual bilingualism) furthermore on a whole society (social bilingualism). The term may also talk over with the corresponding research that studies the development itself.

## **RESULT**

Responses were classified consistent with children's perceived profit with relevance bilingual literature and their preferences for the books together with the means they were bestowed to them.

### **Benefits of Bilingual Book**

Several of the youngsters commented on the need of getting books that ar a lot of accessible to individuals of various languages. As one student say: "I readthe book that the teacher gave me, i and my family read it together." This indicated that providing bilingual book

to the students was give their respect by the families for whom English is a new language. Another student according, "My mother is employed to speaking English thus she would love books with new data during a language she's accustomed." Most of the scholars told us that they thought their relations would like the books written in each languages. As one student noted, "It's necessary to own a book written in English and land|Dutch East Indies|country|state|land} as a result of some families speak in Indonesia and extremely rare in English. What they don't get in English, they can use the Indonesia." We were glad to see that the students were thinking about the significance of our project and that it impacted some of them on a personal level. The prevalence of similar comments from the group indicated to us their feelings about the need to acknowledge different cultures and languages.

### **Student Preferences for Books and Presentation Methods**

We noted that the students as whole liked first hearing the books read out loud in both English and Indonesia before they read them on their own. Read alouds increased their comprehension of data and helped them to method the knowledge way more simply. As one of the older students indicated, "I enjoyed (reading in the group) because we all were on the same page and no one was rushed." Another said, "I liked how the lessons were done. I dear that the academics scan the books aloud in each languages as a result of we have a tendency to may all perceive what the book was concerning."

There was nobody book that the whole cluster found most favorable or most difficult. The younger kids looked as if it would like the books that given data within the sort of narrative, (books by Taylor and Harris) though books with colorful photos seemed favored by all. Two books were noted as a small amount troublesome to scan (books by Defiglia and Ost) tho' every of those was noted as being favored by relations with one student language his mother had expressed a need for visiting Chautauqua once reading the book. Another student displayed a politically positive response, "I can't say I had a favorite book, I liked them all."

## **CONCLUSION AND REFLECTION**

### **Conclusion**

Based on the discussion above, it can be concluded that using bilingual books can increase students' reading interest while helping them learn foreign languages.

### **Reflection**

The reflection from this article are :

1. The researcher got new experience especially in teaching and lerning process in elementary school.
2. Attitudes in each issue are more calm and directed.
3. Not giving up easily when got a problem.

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