Developing Speaking Electronic Book based on Task-based Learning for the Fifth Grade Primary School Learners in MIS Mardliatul Islamiyah

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Abstract. English becomes a local content or an extracurricular subject in primary school. The primary school must prepare teachers to understand how the English learning of young learners can be well implemented. To facilitate teaching and learning, a course book is a tool that both the teacher and the students need very much. But, the existing textbooks do not always meet the students and educational institutions' needs. Fortunately, the purpose of the research was to develop speaking electronic book (E-book) based on task-based learning for the fifth class of primary schools in Madrasah Ibtidaiyah Swasta Mardliatul Islamiyah. Research and development (RandD) in education was conducted using the ADDIE model. Questionnaires, interviews and document sheets were used to collect data. The obtained data were qualitatively analyzed and explained. The results showed that the product is very suitable for this category.

Keywords: ADDIE, Speaking, Task-Based Learning

1 Introduction

In the 2013 curriculum, English is not included as lesson in elementary schools. Fortunately, the government has recognized the victory of English teaching in elementary schools. After the serve of Instruction and Culture reported Determination No. 060/U/1993 that English can be instructed as lesson local content or extracurricular in elementary school. Due to the abolition of English education, it impacts the lack of learners' course books. Therefore, this study was conducted to develop the good one. Books are very useful teaching materials and learning tools. For teachers, textbooks play an important role in transfering book information into scientific messages for students..

Development of e-books has made the content of books more interesting and interesting. An e-book, or e-book, is a digital version of a book; While books are usually paper collections that contain text and images, e-books that contain digital information can be text and images, animations, and even videos. It attracts the attention of readers, especially elementary school students who like to read books with interesting pictures. This is how children are motivated

to learn. And new innovations like e-books can stimulate new creations and influence technology users. Innovation is not just a concept, but must also be implemented and used. Today's technological innovations are mature and provide quick and easy access to information. Of course, this is also the hope of developing applications in the educational world.

The approach for this study was task-based learning. Task-based learning is a particular instructing method offered within the planned materials. It is a method where the learners complete assignments. It serves an easy way to communicate one another while working on a task. In [6], based on the above statement, the researchers stated that they provided materials for the assignment that were intended for the students to use as a classroom assignment.

Additionally, it is a language learning approach that provides interactive exercises for students. From this perspective, tasks include anything that has the common purpose of encouraging language learning, from basic brief works to more complex and long-term activities such as group problem solving, simulations, and decision making. Includes different types of work plans. It is actively used to improve English skills, so that students' English skills improve and they feel inspired and motivated to carry out book-based activities.

Based on the research background, we aim to develop an audio electronic book (e-book) based on task-based learning for the 5th grade students of Madrasah Ibtidaiyah Swasta Mardliatul Islamiyah Primary School .

2 Method

This research is a development study of an audio electronic book (e-book) for assigned learning aimed at fifth grade elementary school students of Madrasah Ibtidaiyah Swastha Mardliatul Islamiyah. An analysis of existing curriculum, lesson plans, and speaking materials were conducted.

The validation was conducted by 2 lecturers, 24 students from UNIMED and teachers from MI Swasta Mardliatul Islamiyah. Score 1 to 5 were assigned according to the criteria of validation form. This approval moreover give recommendations and advancements for students' speaking materials. Subjects' reactions to the survey were calculated in rate shape. The answers of questions were assessed by a Likert scale [7].

Table 1. Agreement table of classes.

Category	Score
Completely agree (ss)	5
Agree (s)	4
Neutral (n)	3
Disagree (ts)	2
Completely disagree (Sts)	1

To analyze the proportions, the researchers used the following formula:

$$NA = PS \, / \, SM \, X \, 100 \, \%. \qquad (1)$$

NA = final points
PS = achieved points
SM = maximum points

The analysis results were used to develop better options, practical recommendations and conclusions with reference to product.

Table 2. The choice of criteria proposed by [7].

Criteria of score interpretation	Category
0 %– 20 %	Very low
21 %– 40 %	Low
41 %– 60 %	Sufficient
61 %– 80 %	High
81 %– 100 %	Very high

3 Result and Discussion

According to the percentage range and quality criteria, the average score range of the students' opinion data of the existing material was converted to a Likert scale using the reference table 3 below:

Table 3. Approaching expert scores to a likert scale.

Criteria of score interpretation	Category
≥83%	Very high
68-82%	High
52-67%	Sufficient
37-51%	Low
≤36%	Very low

Aggreeing to the study outcome, form total students of 24 students, only 3 students or 12.5 % students answered that the existing teaching materials were good; 21 students (87.5%.) didn't answer the same thing. This shows students' dissatisfaction with the still poor quality of available study materials.

The purpose of this research and development was organized to create an English conversation e-book based on task learning. The steps performed data collection, design, development, validation, validation, and field testing. The data collection stage includes field surveys. As a result of the field study based on the questionnaire, students felt that speaking the material was the goal based on the statements made in the questionnaire. The design, language details, methods, and subject matter learning did not meet their needs. Existing books evaluations then

revealed that many students felt disappointed with the availabe books because It was complicated to get the directions and dictions of the existing books.

Development phase was the next thing to do. It began with data collection. We collected information and opinions regarding the fifth grade curriculum through a questionnaire. Then, a corresponding curriculum was created using English teaching materials and speaking e-books based on task-based learning. After discussing the e-book according to the syllabus, the task-based learning-based e-book is ready for publication.

The next step was verification and fixing. Product validation and corrections were done by an English instructor. As a result of the validation, the evaluation material used for the e-book was created based on task-based learning and improvement suggestions. The instructor's advice was to correct errors in structure and grammatical material, correct colors, images, and layout. Revisions will be made based on the proposed revisions.

The results of the review will be used in the subsequent validation of the e-book evaluation data received by Unimed English-speaking teachers based on task-based learning and suggestions for improvement. The proposal was used for reconsideration. The corrected results were used in the fifth grade examinations of MIS Mardliatul Islamiyah Medan. The results of the field test are the answers to the e-books based on task-based learning.

The faculty evaluated three aspects such as linguistic, procedural and substantive validity. The mean score was then converted to a Likert scale using Reference Table 4 below:

Table 4. An expert scoring approach to Likert scales.

Score interpretation criteria	Category
≥83%	Highest
68-82%	High
52-67%	Neutral
37-51%	Low
≤36%	Lowest

A detailed evaluation of the language and content expert validation is provided in Table 5 below.

Table 5. Validation by linguistic and content expert.

Total score	Score obtain	Percentage	Category
90	89	98.8%	Very high

Claim that the E-book based on task-based learning belonged very well to the class. Total score 89 and average 98.8%.

In more detail, the Layout Expert test results are shown in Table 6 below:

Table 6. Rating of layout experts.

Total score	Score obtain	Percentage	Category
90	89	98.8%	Very high

Then when the product is activated. The product was tested with 5th grade students using a survey to explore student responses to e-books for task-based learning. More specifically, the results of students' responses to e-books based on task-based learning are shown in Table 7 below.

Table 7. Results of students' e-book responses in task-based learning.

Number of learners' good response to e-book	Total number of learners	Percentage	Category
23	24	96 %	Very high

Based on the ratings of learners' positive responses to e-books in Table 4.19, it was concluded that e-books based on task-based learning performed very well in this category. The total number of positive learner responses to the e-book was rated very high at 96 percent by her 23 learners out of a total of 24 learners.

Based on the data analysis of expert verification results and the data analysis of learner usability test results, we were able to conclude that e-books based on task-based learning fall into the "very good" category.

4 Conclusion

MIS Mardliatul Islamiyah Medan's existing speaking materials for 5th grade students focused solely on doing exercises with no helping learners' speaking skills like a goal of task-based learning. As a result, 24 correspondents reacted to the questionnaires, 3 students with percentage 12.5% said that the existing teaching materials were good, and 21 (87.5%) said that the existing teaching materials stood as the opposite. This proves that learners' dissatisfaction with the quality of existing learning materials remains low. They required a book contained all aspects, including aspects of task-based learning activities (pre-task, task, and language focus).

For task-based learning, a fifth grade speaking e-book should be developed to improve speaking skills. Thus, on average, a very valid result of 98.8% was obtained for the conclusions of the language and content expert of the Speaking e-book based on task learning, and the task based on the layout expert of the Speaking e-book a book based learning received a very valid result of 93.3% on average. Speaking e-books based on task-based learning also obtained highly accurate results from users or students with an average of 96% after being applied in real classrooms. Conclusions based on students' responses revealed that e-books were accepted as a learning tool for additional English material that was contextually interesting, easy to understand, and consistent with the curriculum.

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