

Enhancing English Competencies and Character Building through a Bilingual Book

1st Fitra Delita

*Department of Geography Education
Universitas Negeri Medan
Medan, Indonesia
fitradelita@unimed.ac.id*

2nd Sugiharto

*Department of Geography Education
Universitas Negeri Medan
Medan, Indonesia
sugih.unimed@gmail.com*

3rd Mbina Pinem

*Department of Geography Education
Universitas Negeri Medan
Medan, Indonesia
mbinapinem@gmail.com*

4th Tumiar Sidauruk

*Department of Geography Education
Universitas Negeri Medan
Medan, Indonesia
tumiargeo@yahoo.com*

5th Ali Nurman

*Department of Geography Education
Universitas Negeri Medan
Medan, Indonesia
alinurman.hutabarat@gmail.com*

Abstract-Mastery of English is an important skill for graduates in the globalization era. In addition, character values are also the main target of higher education. The development of character building-oriented bilingual textbooks is the right strategy for improve the quality of graduates who master English as well as having a character. Therefore, the purpose of this study is to improve students' English skills and build character values. Development of this textbook employs the ADDIE model. The results of the study show that the development of this book involved a team of lecturers and expert in FGD format. According to the students' assessment of the material, in terms of English language skills and character content, character building-oriented bilingual books turned out to be effective in improving English the students' language skills and character.

Keywords-English competencies, character building, bilingual book

I. INTRODUCTION

Education is in for a real challenge in the industrial era 4.0, where new technological advancements which integrate the physical, digital and biological worlds have influenced all manners of disciplines, economics, industry and government. In this era social skills such as ethics, honesty, responsibility and others are increasingly necessary, including communication skills supported by mastery of foreign languages. As such, the mastery of foreign languages such as English to bridge science became very important. Moreover, the development of science and technology is spearheaded by western nations who mostly speak English. The most effective strategy to improve the students' English skills is integrating it in formal education, for example occasional interaction between lecturers and students in two languages (bilingual), design of bilingual teaching materials, and bilingual learning sources can even design bilingual assignments and examinations.

Users of several languages develop "multi competence," which affects their cognitive representation of grammatical and lexical ategories with languages that

have very different categories. As a result, bilinguals may categorize objects or differentiate colors differently from monolinguals in both languages [1]. There are four basic language abilities (listening, speaking, reading, and writing) for which bilingual individuals can exhibit different degrees of proficiency in each of their languages [2]. Providing literacy development in the first language also accelerates the acquisition of second language literacy, as the ability to read transfers rapidly across languages, even when the writing systems are different [3]. Dual language (or two-way) bilingual education typically occurs when approximately equal numbers of language minority and language majority children are in the same classroom [4]. Additional outcome of dual language education is positive crosscultural behaviours, and high levels of personal and social competence, which mostly results from the two languages of the school having equal status, and from children having very positive attitudes [5].

The initial step for this strategy is to provide learning resources such as textbooks in certain subjects with a bilingual system but still with character [6]. There needs to be a pioneer in designing bilingual textbooks with character value content. There are still very few studies that collaborate on the development of bilingual textbooks which also contain character values. For this reason, the objective of this research is to enrich references related to the development of character building-oriented textbooks. Furthermore, this research is aimed at improving the students' English language skills and character values in accordance with the motto of Medan State University: "Character Building University". According to [6] and [7] bilingual books come in a variety of formats: 1) Side-by-side translation in the same book, 2) Translation published as a separate book and 3) Sprinkling of words in a second language throughout a story that is written primarily in English.

II. METHOD

This study makes use of a specific research & development method. The steps of research and

development (R & D) are define, design, develop and disseminate. The data is collected using observation, focused group discussion (FGD) and questionnaire. The implementation of bilingual book was integrated with lectures, namely Geography Tourism courses attended by 38 students in 2016 academic year.

III. FINDING AND DISCUSSION

The findings and discussion in this study focused on the following aspects. The Tourism Geography Textbook are designed in the ADDIE format (Analysis, Design, Development, Implementation, Evaluation) involving the lecturers team. Initially, the team analyzed the needs in the design of the Tourism Geography Textbook. This analysis includes competencies that will be achieved through the materials as well as the character values which should be instilled. Character values include spiritual attitudes, communication ethics, integrity, responsibility, cooperation, resilience, awareness, discipline, perseverance, independence, initiative, critical and innovative thinking.

The formulation of the material to be studied at each meeting is developed in topics/book chapters. The preparation of materials is derived from books and up-to-date research results in both Indonesian and English. There are chapters in Indonesian and others in English and each chapter contains character values in the form of wise words/motivations/advice that are of character value. After the book draft is complete, the next activity is development through FGD which involves a team of lecturers and experts.

During the implementation phase, this book was used in lectures on Tourism Geography starting from the first meeting all the way to the eighth. Afterwards, the students were to analyze the book using this questionnaire. The students' response will be used as the basis for the development of the book to be continued with team discussions for the phase 2 revision. After the revision process is complete, this book will be assessed by a team of material experts and linguists in the evaluation stage. The results of this evaluation will be followed up as a revision to stage 3, so that this book shall be feasible for application in further lessons. Strategies for using books to strengthen children's languages are central to any early childhood classroom, but they are especially important for classes with children who are dual language learners [6]. Students' assessment of teaching books includes material assessment, English language skills and character content. Material assessment consists of 6 criteria such as stated in the following Table 1.

TABLE I. MATERIAL ASSESSMENT CRITERIA

No	Criteria	Average Score	Category
1	Material in the book is easy to understand	3.27	Adequate
2	The material presented in the book is relevant with everyday life	3.63	Good
3	The material in the book improves English knowledge and skills	4.56	Very Good
4	Material is presented in order of difficulty, from easy to difficult (coherent)	3.38	Adequate
5	The material in the book is clearly presented	3.42	Good
6	The material in the book increases knowledge in the field of Geography, especially tourism	4.85	Very Good
Actual Score		19.69	
Percentage of Actual Score		65.33 %	
Score Interval		20.4 < 19.69 ≤ 25.2	
Mean Score		3.2	
Category		Adequate	

Based on the above table, one can see that the two criteria are still in the "sufficient" category while the other criteria are either "good" or "very good". For this reason, development still needs to be done on criteria that are in the "sufficient" category. Assessment of English language skills consists of 4 criteria as stated in the following Table 2.

TABLE II. ASSESSMENT OF ENGLISH LANGUAGE SKILLS

No	Criteria	Average Score	Category
1	This book improves listening ability	3.59	Good
2	This book improves listening ability	3.87	Good
3	This book improves listening ability	4.16	Good
4	This book improves listening ability	4.83	Very Good
Actual Score		19.45	
Percentage of Actual Score		82.25 %	
Score Interval		13.6 < 16.45 ≤ 16.8	
Mean Score		4.11	
Category		Good	

Table 2 above shows 3 categories of English language skills being classified as "good", whereas 1 category is "Very Good". This indicates that the use of bilingual books gained a positive response from students and was able to improve 4 types of English skills. Meanwhile, the assessment of character content consists of 13 criteria such as stated in the following Table 3.

TABLE III. THE ASSESSMENT OF CHARACTER CONTENT

No	Criteria	Average Score	Category
1	Improving spiritual values	3,64	Good
2	Improving ethics in communication	2,42	Good
3	Growing integrity values	3,19	Good
4	Improving responsibility	4,21	Very Good
5	Improving cooperation	4,84	Very Good
6	Improving resilience	4,75	Very Good
7	Improving awareness	3,07	Good
8	Improving discipline	3,36	Good
9	Improving perseverance	4,92	Very Good
10	Improving self-sufficiency	4,56	Very Good
11	Increasing initiative and creativity	4,27	Very Good
12	Improving critical thinking	4,69	Very Good
13	Improving ability and sensitivity in problem solving	3,53	Good
Actual Score		51,45	
Percentage of Actual Score		79,15 %	
Mean Score		3,96	
Category		Good	

Table 3 shows that the textbook used is able to build student character values according to the criteria shown in the table above. A total of 6 criteria are “good” and 7 are “excellent. The actual score reaches 51.45 with an average score of 3.96 so that overall character content is classified as “good”.

IV. CONCLUSSION

The development of bilingual textbooks with character building is a strategy used to improve the quality of graduates, especially those of university. The development of this book adopted the ADDIE format by involving a team of lecturers and experts. The book is designed using the materials presented in Indonesian as well as several English book chapters. Character content can be integrated with material by selecting wise words, advice and motivation. This book can improve the students' English language skills while simultaneously growing their character.

ACKNOWLEDGEMENTS

Thanks to all who have been involved in this research, especially to the Rector and Research Institute of Medan State University who have funded this research with a research contract No: 206A/ UN33.8/PL/2018.

REFERENCES

- [1] V. J. Cook, B. Bassetti, "Language and bilingual cognition", New York, NY, Psychology Press., 2010.
- [2] M. L. Bourguet, " Introducing strong forms of bilingual education in the mainstream classroom: a case for technology", Conference Paper, August 2006.

- [3] T. Odlin, Language transfer: Cross-linguistic influence in language learning, Cambridge University Press, Cambridge, 1989.
- [4] C. Baker, Foundation of Bilingual Education and Bilingualism, 3rd Edition, Multilingual Matters Ltd., Clevedon, 2003.
- [5] K. Lindholm-Leary, Dual Language Education, Multilingual Matters Ltd., Clevedon, 2001.
- [6] Education Development Center, Inc NCCLR Quick Guide For Teachers How to Use Bilingual Books, 2010.
- [7] JM Dewalee, Bilingualism and Multilingualism, The International Encyclopedia of Language and Social Interaction, First Edition, 2015.