English Thematic Integrated Textbook for Young Learners Based on Local Content with a Multiliterative Approach to Pronunciation and Vocabulary Mastery

Nanik Mariani[2], & Yudi Basuki[2]

[1] Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

[2] STKIP PGRI Trenggalek, Indonesia

Correspondence: Yudi Basuki, STKIP PGRI Trenggalek, Indonesia.

Abstract

This study aims to find the proper teaching method through Integrated English Thematic Textbooks for Young Students Based on Local Content with a Multiliterative Approach to Pronunciation and Vocabulary Mastery. The study used a quasi-experimental design using the Experimental and the control class. The research trials were conducted on students from various educational study programs at SD xyz for the 2020/2021 school year consisting of 27 class students. The results showed that the Eyl's thematic integrated textbook based on local original materials with multi-literacy approaches in vocabulary have positive effects on pronunciation and the cognate of the learners in experimental class.

Keywords: English Thematic Integrated Textbook, Multiliterative Approach, Pronunciation and Vocabulary Mastery, Young Learner

1. Introduction

After Indonesian, English is the second language spoken in the coutry (Faith, 2020). In increasing the effectiveness of English, learning English has been implemented from an early age (Pallawa & Fiptar, 2013). Learning English in primary school is only covered in the local curriculum (Azman, 2016). One of the objectives of learning English in elementary school is to introduce students to English at a young age. (Umansky, 2016). So that once students graduate from elementary school, then enrolling for a higher level of education, students are already acquainted with English (Moodie, 2016). Learning English in elementary school entails several skills, including listening, speaking, reading, and writing. Other aspects of English, such as vocabulary, grammar, and pronunciation, are also taught in elementary school (Asrifan et al., 2020).

Associated with the four language skills, Learning speaking abilities associated with pronunciation and vocabulary have not gone well (Lodhi et al., 2017). Pronunciation ability is a crucial factors of learning English in elementary school (Namaziandost et al., 2019). Students' ability to master English will be based on their ability to pronounce words correctly. Students need to be guided in this at a young age in order for them to have great pronunciation abilities. (Gonzalez et al., 2016). Otherwise, pupils will keep making fatal errors. Because after using certain pronunciation techniques, pupils would always remember and use them. Even worse, the pronunciation skills of grade V students at SDN 02 Surodakan Trenggalek are still low (Hwang et al., 2016). This can be seen from the low pronunciation skills of grade V students of SDN 02 Surodakan Trenggalek which can also be shown by students who still have difficulty in pronouncing simple words, low average on speaking test scores, minimum use of English in daily life, and other errors created by students when pronouncing words in English. For example, when students say 'cake'/[kˈeɪk], it sounds like 'check'/[tʃˈek], 'May'/[mˈeɪ] sounds like [mˈaɪ], etc. (Karlina et al., 2020). There is no specific time for students to study pronunciation theory. Students usually guess how they should pronounce a word and that results in pronunciation errors.

Another factor affected the quality of a person's language skills depends on the quantity and quality of their vocabulary; the more diverse the vocabulary, the more likely a person to acquire language skills. We need to realize and understand that the increase in the number of students at school is determined by the standard of their language skills (Romeo et al., 2018). In other words, the increase in grades is influenced by the increase in the quantity and quality of their vocabulary in all fields of study that they obtain according to the curriculum, many people do not or are less aware that the value on student report cards is a reflection of the quality and quantity of student vocabulary.

Talking is one of the most important face-to-face communication media. A person's speaking ability can help determine career success. Besides, speaking is a strong unifying force, which tends to unite social groups. Talking acts as a divisive force that tends to sharpen differences between social groups as well (Baron & Markman, 2018). Thus, speaking can produce constructive as well as descriptive poles. In other words, talking can express peace, foster love, along with leading to roles (depending on the condition and situation). Here we focus more on the constructive side of the conversation.

Similar findings involving low language mastery and reading comprehension abilities were discovered in fifth grade pupils at SDN 02 Surodakan Trenggalek. According to observations and interviews with teachers, kids' performance in learning English is quite bad. The average of their vocabulary mastery and reading comprehension ability remains quite low, particularly for material "understanding the content of children's stories." Many pupils have been discovered to be unable to understand the meaning of the words being read, hence impeding students' understanding of the meaning of the reading and demonstrating students' inability to understand the substance of the story.

Learning strategies are important in a learning activity (Lee & Koszalka, 2016). The use of interesting learning strategies will certainly make students more eager to learn. However, so far, the learning strategies used by grade V teachers of SDN 02 Surodakan Trenggalek in English learning activities are pretty monotonous and boring (Hernandez et al., 2019). It uses teacher-centered model so that students only listen to explanations from the teacher without reciprocity.

Another problem causing lack of pronunciation skills in grade V SDN 02 Surodakan Trenggalek is that teachers rarely teach this to students. Mostly, the teachers emphasized on writing and reading skills as activities in the classroom (Yanagi & Baker, 2016), while speaking skills are rarely taught by the teacher. The time allocation in class is not sufficient enough for students to learn and practice pronunciation skills, even though students need guidance from the teacher to learn and practice correct pronunciation (Reed & Levis, 2015).

Based on some of the problems outlined above, grade V teachers at SDN 02 Surodakan Trenggalek are obliged to teach better pronunciation to students. One of the problems that must be resolved is the use of learning strategies. Grade V teachers at SDN 02 Surodakan Trenggalek must be able to create new learning strategies that are interesting and fun to increase students' interest in improving pronunciation. In addition, the learning strategy must be able to make students learn pronunciation easier and faster.

Based on the existing problems, the researcher intends to solve these problems by designing textbooks for grade 1 elementary school students so that the process of educating and learning becomes more stable and better (Kartal & Sarigul, 2017). Related to this, the critical period is a better time to learn a language (Aalberse et al., 2015). Furthermore, in their golden age, it would be better to maximize their English skills by designing the media in the form of locally published textbooks adjusted to their needs in learning English.

The researcher chose to design the book because he obeyed Wyles (2016), textbooks are an effective medium in an ongoing effort to encourage students to be involved in their activities during class as well as to help students involve more certain elements of foreign languages. This book is designed in the form of a learning book with local content so that students really understand the material and activity instructions. Margana & Widyantoro (2017) argues that there is a positive contribution of bilingualism to additive contexts where the target language or language which has local content associated with first language complements does not replace it. Margana also stated that bilingual, English-Indonesian is believed to be a great help for students in understanding concepts and cross-language references and enabling them to successfully handle their meanings to achieve the highest nature of English. The researcher intends to compile a bilingual learning book for first grade elementary school students.

Based on these problems, vocabulary mastery and reading skills need to be improved in order to improve learning (especially Indonesian language lessons). By having high vocabulary mastery, it is expected that students can improve their reading comprehension skill as well, since reading comprehension is one of important skills to learn about.

2. Theoretical Review

Pronunciation

Pronunciation is used in social and interactive contexts because it embodies the way in which speaker and listener work together to build and maintain similarities in producing and understanding one another (Reed & Levis, 2015). Pronunciation is the study of the techniques or procedures for pronouncing English vocabulary. It is important to pronounce vocabulary properly and correctly in communicating (Zarifi & Sayyadi, 2015). Otherwise, other people will get confused as to what you mean, which then lead to misunderstandings (Gilakjani, 2016).

Basically, learning English pronunciation is how to pronounce vowels and consonants correctly (Pardede, 2018, p. 145), this affects what is said, although there are other important aspects that need to be studied, namely:

1. *Word emphasis* - the sound stress of a word
2. *Sentence emphasis* - the sound stress of a sentence
3. *Linking* - a connection to a word or sentence
4. *Intonation* - the rise and fall of the voice when speaking

For students who are new in learning speaking or learning English verbally, it is highly recommended to study pronunciation material from the beginning as well as to avoid mispronouncing.

Learning About Pronunciation

Apart from hardware and software, the obstacle that must be paid more attention to in the development of learning media is the content (Amodei et al., 2016). For this reason, it is necessary to study the essence of teaching pronunciation in English in depth (Pardede, 2018).

One of the most crucial language abilities is pronunciation, the reason lies in delivering messages with correct pronunciation, where the recipient of the message can understand what is being said (Jabbarova, 2020). It must be adjusted according to the age of each student, because each age level students have various responses both cognitively and emotionally, so that the methods and types of tasks assigned are different (Botting et al., 2017).

Learning about pronunciation includes the talent to comprehend (perception) and the ability to produce the language being learned. Important parts in learning the pronunciation of English vocabulary include: stress (pressure), rhythm (rhythm), juncture (sound relationship), intonation (tone) and tone (pincak sound), by paying attention to these elements we can find out whether the pronunciation is done correctly or not (Pardede, 2018).

Vocabulary

Vocabulary is a collection of words that a person knows, or is part of a particular language (Sanjek, 2019). Vocabulary that is owned by an individual is interpret as a collection of all the words that the person can understand or all the words that the person is likely to employ in making a sentence (Choi et al., 2018).

In both the process of learning a language and the growth of one's skills in a language that has been acquired, expanding one's vocabulary is typically seen as being crucial. (Sa'D & Rajabi, 2018). Students learn new words as a component of a certain topic, and many adults find the process of expanding their vocabulary to be a pastime that is both entertaining and informative (Powell et al., 2020).

Vocabulary refers to all of the words in a language, as well as the variety of words owned by a speaker or writer (Schmitt et al., 2017). Vocabulary is used to refers to a name, nature, shape and type of object. It can use meaningful language units, which are called words or groups of words.

The quantity and quality of a person's language skills clearly influence the quality of his language skills. The richer the vocabulary you have, the more likely you are to master the language. As a result, the quantity and quality, level and depth of a person's vocabulary are the best personal indicators of mental development (Susanto, 2017).

Mastery of English vocabulary for elementary school students

Students' vocabulary mastery includes many parts. According to Lucarevschi (2016), things learned in vocabulary are form, pronunciation, word meaning and usage. The word meaning section studies vocabulary meanings and how they relate to other ideas and words. According to Lucarevschi (2016), those parts are:

- Listening and repeating.

- Listening for specific phonological information (consonant and vowel sounds, number of syllable, stress pattern)

- Examining at/or observing the written form (shape, first and last letters, letters clusters, spelling)

- Observing grammatical information.

- Copying and organizing.

Teaching English For Young Students

English for young learners is an English language teaching program designed for students in grades one to six of elementary school. This is completely different from teaching adults. According to M et al. (2017), young learners should listen to the language used to have conversations about the things they see and feel, what they have experienced or will experience especially those related to daily routines, what they want to know and what they like. So, by carrying out some fun and interesting activities, they unwittingly get and use the language.

Teacher potential is needed to teach English to students. Teaching young students must pay extra attention to care in the learning process (Guha et al., 2017). Contrary to teaching English to adult learners, teaching English to young learners is more challenging (Guha et al., 2017). Teachers must use English fully, be humble, innovative, patient, interesting, insert humor, high enthusiasm, and be a motherly figure for students (Skaalvik & Skaalvik, 2017).

Halimi et al. (2017) states that young students have different needs, interests, and skills from adult students. Teachers must understand the characteristics of young learners. Teachers of these young learners must use simple and clear instructions and must have good abilities to achieve a good classroom atmosphere when teaching and learning take place (Ilyashenko et al., 2019). An effective classroom environment will help young learners acquire knowledge easily.

Characteristics Of Young Students

In the process of educating and learning, a characteristic of young learners is their curiosity to explore something new, which is accompanied by unstable emotional control. Therefore, there is a need for a different way of teaching young learners than adults. In addition, teachers must understand the character of their students.Wagiran et al. (2017 p. 162) states the characteristics of students as follows:

- They have egocentric behavior which means that children prefer to play with various items that they have learned on their own.

- Young students have difficulty distinguishing something concrete and abstract.
- The younger group prefers individual work to group (team) work.
- They get bored easily.
- The life of children is fun.
- They prefer stories and fun games.
- Their liveliness and imagination are satisfying.
- The awareness and readiness of eight-year-old students in learning languages appear significant.
- They love to talk about what they have.
- Learning by doing is their characteristic.

Those are the characteristics of students put forward by (Wagiran et al., 2017). As a teacher of young learners, understanding the above characteristics is mandatory for effective results in the classroom.

Thematic Integrated Course Book with Local Awareness

Course Book Definitions

In accordance with BSNP (2017), A course book is a written work that teaches its creator new knowledge. The book's contents, according to the author, may have been influenced by research, analysis, the actualization of experience, autobiography, or fiction based on imagination. In BSNP (2017), it is stated that the content of the analysis material book comes taken in the curriculum of the written form. Course books are the most essential source of teaching and learning. A well-organized and up-to-date book is very important to improve the quality of achievement.

Based on Puskur, a course book from Ministry of National Education (2008) is a learning medium that has a significant impact in the classroom., which consists of material based on the curriculum and education system. The course book aims to improve students' knowledge, linguistic proficiency, and attitudes toward the English language.

According to Brown, the existence of textbooks is needed to assist the teaching and learning process. Millions of copies are sold each year, and numerous assistance initiatives have been launched in the country to produce them. Alan Cuningsworth states that course books are best viewed as research that achieves the goals and objectives that have been set in relation to the needs of the learner. Cruishshank, Bainer and Metcalf as cited in Guha et al., (2017, p. 107) "the most widely used coursebooks and is a frequently used resource for determining a student's desire to learn. Textbooks are significant resource for teachers in helping students learn."

According to the above description, the course book is a tool for school instruction and the primary source of information for teachers and students.

Characteristics Of Good Course Book

Hutchinson and Waters stated that a good material must include three criteria, (Hutchinson, and Waters, 1987: 102)

They are not taught: They motivate learners to learn and thus include:

- Interesting text;
- Fun activities that involve the thinking capacity of students;
- Opportunities for students to use existing knowledge and skills;
- Content that is understandable for both students and teachers.

Provide a clear and consistent unit structure that will guide teachers and students through various activities in order to maximize learning opportunities, including opportunities for analysis and synthesis. Aside from the three criteria listed above, the physical appearance of a good book influences its quality. The criteria are standards for evaluating specific coursebooks in five fields of interest: General information about books and supporting materials

- The contents of the book
- Learning Design and Instructional Strategies
- Assessment
- Universal design

Cunningsworth proposes four standards in evaluating the suggested Course Book covering: 1) Design and organization, 2) Language content, 3) Skills, 4) Topics. There are detailed criteria in course book evaluation (Alan Cunningsworth, 1995):

- Design and organizational criteria which emphasize that the design must be well organized and sorted.
- Language and content, where the grammar items and vocabulary must be approriate with the students' level.
- Skills Criteria, where the skill as stated in the curricullum is covered in the materials.

- Topic criteria, where the topics are varies and enables students to broaden their experience.

A Multiliteration Approach

According to Abidin (2015: 3) "The ability to convey and comprehend ideas and information in a variety of ways using both traditional and non-conventional text formats, symbols, and multimedia is known as multiliteration". One of the learning designs that are used within the framework of the 2013 curriculum is popularized as multiliteracy learning. The idea of multiliteracy was developed as a response to the increasing need for a diverse set of abilities in the 21st century. Reading, writing, spoken language, and information technology are the four multiliterative abilities that are included in multiliteracy learning, and they are meant to be able to integrate with ten particular learning competencies for the 21st century. According to Binkley, et al, which was cited in Abidin, (2015: 229), the top ten competencies include the following: (1) creativity and innovation; (2) critical thinking, problem solving, and decision making; (3) metacognition; (4) communication; (5) collaboration; (6) information literacy; (7) information and communication technology literacy; (8) citizenship attitudes; (9) life and career; and (10) personal and social responsibility, including awareness of competence and culture.

Ivanic in Abidin, (2014: 186) states "Multiliteracy Learning is a challenging lesson so that students may acquire and apply practical literacy, this serves as a bridge to understand different topics across the curriculum ". Abidin (2015: 187) defines that "multiliterative concept learning is a manifestation of the scientific learning process that optimizes literacy skills, namely in reading, writing, speaking and mastery of information and communication media". From some of the definitions above, the authors conclude that multiliterative learning is learning that uses abilities or various literacies to form a complete and challenging unit.

Processing information from a variety of fields requires logical thinking, for example by criticizing, analyzing, or evaluating it. A person is said to understand if he is able to communicate the information he gets based on a clear line of thought, such as not accepting or trusting information in its raw form. Applying a variety of teaching skills, and most specifically teaching skills in the form of follow-up questioning, is the method that instructors may use in order to increase the abilities of their pupils in this situation.

The notion of multiliteracy, when combined with abilities appropriate for the 21st century, unquestionably creates a learning environment that is distinct from that which existed before. Students now need to develop the habit of carrying out basic research tasks, such as observation, experimentation, observation, and data gathering activities from diverse sources are conducted through interviews or other supporting activities as part of the learning process.

Students must always be active, whether it be in the form of questioning or coming to their own conclusions, since this is an essential component of multiliterate learning, which incorporates a variety of learning models and methodologies. Students are supposed to be able to develop self-confidence if they engage in rigorous learning that incorporates several literacy practices.

Purpose of Multiliteration Model

In accordance with the needs of the learning model, according to Prihatini & Sugiarti, (2020) The multiliteracy learning model has three objectives, namely:

- Ownership and enhancement of 21st century learning skills.
- In-depth knowledge of the various concepts, processes, and scientific attitudes of the disciplines being studied.
- Improvement and development of multiliteracy skills and student character.

Based on the objectives listed above, the authors conclude that the goal of the multiliteration model is to provide opportunities for students to develop themselves, beginning with students' skills, understanding, and character.

Characteristics Of Multiliteration Models

Ogle, and company, deep Susilo & Yanto (2019, p. 172) recommends numerous features of the multiliteration model, namely:

- Multiliterative learning always connects the material being studied with what students already know.
- Multiliterative learning allows students to study learning content in depth while also storing the knowledge gained in their long-term memory.
- Multiliterative learning always uses combined work in constructing meanings and perspectives on the material being studied.

From the above opinion, it can be said that the traits of a multiliterative learning model are a learning model that connects learning material with students' lives to find and find something during the learning process. Also, students have a responsibility to investigate and uncover the foundations of learning in and of itself.

Implementation Indicators Reading Multiliteration Learning

Multiliteration reading learning according to Zavarykina (2018) It can be seen as a series of tasks completed by students who acquire multiliterative reading skills, namely verbal, inferential, and critical and evaluative understanding. Multiliterative reading learning is carried out not only to enable students to read. According to Linse (1995) as cited in Zavarykina (2018) argues that reading is a set of thinking skills to explore the meaning contained in reading. Therefore, a reader must be able to encode the symbols of written language and also understand what he reads. Both of these abilities are basic skills that are hierarchical, meaning that understanding will not be formed if the reader does not encode the symbols of written language in the text they read.

According to Zavarykina (2018, p. 111), there are several sub reading skills. This needs to be taken into account so that reading skills are useful for mastery of various subjects. Below are some of the reading sub-skills:

- Skills in choosing the right reading strategy. This reading ability means that students use different reading learning strategies depending on the content of the learning material they read.

- Skills in understanding text organization. These underdeveloped reading skills require students to understand the structure of the various types of writing they read.

- Ability to criticize text. This reading ability requires students to get used to testing and criticizing the truth of a text, the accuracy of reading sources, and the completeness of the text.

- Skills to construct text meaning. In this case, students are required to comprehend the meaning of certain words that are usually used in certain subjects.

3. Method

Research design

This study employed a quasi-experimental design. The purpose of this kind of investigation is to examine the effectiveness of theme integrated textbooks that are based on regional native content and use a multiliterative approach to the mastering of pronunciation and vocabulary. This research made use of a method known as a 2 x 2 factorial non-equivalent control group design; however, the researchers did not allocate participants at random assigment but used an experimental and a control group as defined in (Wahyuni et al., 2016). This research will be applied to students from various educational study programs at SD xyz for the 2020/2021 school year which consists of 27 class students

Instrument Testing

Test Instrument Validity

The instrument that is being utilized is what determines whether or not the instrument is genuine. The instrument's strong validity is accompanied with a high degree of precision in its readings. On the other hand, the degree of precision achieved by an instrument with a low level of validity is low. The criteria that are used to determine whether or not it is legitimate are compared to the price of the product moment table r with a significance level of 5 percent of an item is considered to be valid if the computed price is more than rtabel.

Instrument reliability test

Reliability is the degree to which an instrument can be relied upon as a trustworthy mode of data collection due to the quality of the instrument. If the price of r11 is consulted with r table with a significance level of 5 percent and it comes out to be larger, it indicates that the instrument is dependable; r11> r table, the instrument used in this research is reliable.

4. Data Analysis

Prerequisite Analysis Testing

Normality test

This normality test is used to assess whether or not the data are normally distributed by determining whether or not the distribution of the data is normal. If the significance value (p) is greater than 0.05, the normality test utilizing the Kolmogorov-Smirnov test may also be taken into account for data that is normally distributed. (Field, 2009). In addition, the data will have a normal distribution if the values for skewness and kurtosis are in the range of minus two to plus two (George & Mallery, 2010). An option is provided by Field (2009) in the form of the statement that "the data may be deemed to be near If the research sample has a normal distribution which is larger than 30." To phrase it another way, information that follows a normal distribution may be used to represent the population in the research (Field, 2009; 133).

Homogeneity test

The goal of determining whether or not the variety of the score (the variation across sample groups) being assessed is the same is what the homogeneity assumption is trying to accomplish (Field, 2009).The Box's M test was performed with a significance threshold of less than 0.05 in the homogeneity test. The variance-covariance matrix in both classes will be considered homogenous or identical if the resultant significance value is more than 0.05. This is the criteria that will be used to make the choice. The Levene's test was used in this univariate homogeneity analysis. Examine the results of the Levene test with the assistance of IBM SPSS 22 for Windows.

Sample t-test

Hypothesis testing with the help of SPSS is the Independent Sample t-test. The mean difference between the two groups was examined using the Independent Sample T Test. The impact of the independent variable on the dependent variable is also examined using this test.

Application

At the implementation stage there are two main activities, namely Installation and Distribution and Managing Student Activities. The first activity aims to share applications with users via the Google Play Store. While the second activity accommodates students, who download and carry out learning activities through the application.

5. Results

Validation Expert Decisions

Review of Learning Media Experts

To decide the suitability of a teaching book, an assessment was conductedt by media experts like lecturers and hold a doctoral degree in Teaching media and the material has been used by users (English teacher) at educational institutions and implemented on 28-30 April 2021. The instrument was produced in the classification of media experts and consisted of 20 items.

Table 1. Results of the Learning Media Expert Validation

No.	Presentation Aspects	Indicator	Percentage
1.	Font type and size	1. Use consistent font shapes and sizes.	85%
		2. The use of letters and title sentences attracts attention.	75%
		3. Easy to read font shapes and sizes.	75%
		4. The size of the letters used is proportional.	88%
2.	Layout	5. Use consistent typing and layout patterns.	92%
		6. The page format is easy to find.	100%
		7. The columns on the page are proportional to the size of the paper used.	88%
		8. Column width makes it easier for readers to read.	50%
		9. Easy-to-follow layout and typing for readers.	75%
		10. Typing layouts or patterns attract attention.	50%
		11. Suitability of layouts in a series.	100%
		12. Suitability of layout with numbering order.	67%
		13. The paper size used is A4 (210 mm x 297 mm) according to ISO standards.	100%
3	Illustration	14. The suitability of the use of the illustration with the material.	100%
		15. Attractive front cover design.	100%
		16. Pictures and illustrations attract attention.	75%
4	Composition	17. The level of readability in the composition of content and sub-content.	94%
		18. The pictures displayed in this teaching material are interesting and suitable for BIPA entry level (A1) participants as adult learners.	96%
		19. Balance of composition and cover layout elements (title, author, illustration, etc.).	95%
5	Color	20. The colors on the teaching materials are consistent.	**87%**
Total Average			85%

According to the outcome, the application is in the Very Good category (can be used without revision) 86% - 100% based on the appraisal results.

Review of Material Experts

Material expert validation evaluates the degree of validity of the material included in the English language textbook. The instrument developed in the field of expertise who are lecturers and hold a doctoral degree in English education. The category of materials was divided into 31 items.

Table 2. Results of Subject Expert Validation

Presentation Aspects	No.	Indicator	Percentage
	1	The suitability of the material presented with the abilities of grade V SD students.	83%
	2	Conformity between basic competencies and material.	89%
	3	The content's compatibility with the learning objectives.	85%
	4	The suitability of the completeness of the teaching material components. (Arranged systematically, namely: pages, covers, foreword, table of contents, introduction, material, exercises, and bibliography).	88%
	5	The suitability of the vocabulary presented in the teaching material with the material sub-themes.	75%
	6	The suitability of the reading text presented in the teaching resources for elementary school pupils in the fifth grade.	100%
	7	The suitability of the questions presented in the exercise with the reading content and abilities of grade V SD students.	100%
	8	The suitability of the exercises presented with the level of knowledge and ability of grade V SD students, as well as the theory presented.	100%
	9	The suitability of introducing regional culture that is integrated into dialogue and simple reading.	100%
	10	The suitability of the topic of the material presented with the level of knowledge of the fifth grade elementary school students.	75%
The Content of Local Cultural Integration	11	In the material presented there is information about local culture.	**89%**
	12	The culture served varies.	83%
	13	Cultural presentation according to the topic of discussion in each unit.	83%

Presentation Aspects	No.	Indicator	Percentage
	14	Interesting cultural offerings.	89%
	15	Accurate cultural reference sources.	85%
	16	Teaching materials contain functions on how to interact with the community.	88%
	17	The learning content is supported by pictures that show the original local culture.	75%
Use of Language	18	The rigidity of the Indonesian language structure used in teaching materials is appropriate and suitable for fifth grade elementary school students	100%
	19	The choice of words in the sentence to explain the material in the teaching material is in line with the fifth grade elementary school students.	100%
	20	The use of words in command sentences uses language that is attractive, clear, and polite.	100%
	21	The terms used in sentences are easy to understand.	100%
	22	The language used in communicative teaching materials	75%
Presentation Technique	1	The delivery of learning objectives in each chapter unit is precise and clear.	89%
	2	The title of the teaching material and the chapter titles in this teaching material are in accordance with the material for fifth grade elementary school pupils.	83%
	3	The display of teaching materials displays a communicative learning orientation because it is made in an attractive and easy to read format.	89%
	4	The cover of this teaching material is designed very attractively and depicts the fifth grade elementary school student as the wearer	85%
Presentation Systematic	5	The sequence of chapter units in this teaching material is according to the level of difficulty, from easy to difficult.	88%
	6	There is a balance between illustrations / pictures and writing with the material presented.	83%
Graphics	7	The size of the teaching material is A4 (21 x 29 cm), in accordance with ISO standards.	89%
	8	Use consistent typing and layout patterns.	85%
	9	The columns on the page are proportional to the paper size.	88%
Total Average			88%

According to the outcome, the application is in the Very Good category (can be used without revision) 86% - 100% based on the appraisal results.

Instructional Design Expert Review

The validation of the learning design evaluates the degree of validity and suitability of the learning design with the psychological aspects contained in the English language textbook. The instrument developed in the category of learning experts who are lecturers and hold a doctoral degree in Teaching media is divided into 14 items.

Table 3. Results of Instructional Design Expert Validation

No.			Rated aspect	Percentage
1	Display	1.	This teaching material can be used as the main book.	94%
		2.	Match the color combination used.	94%
		3.	The beauty of the display of the letters used.	94%
		4.	The pictures displayed in this teaching material are interesting and in accordance with the material for fifth grade elementary school students.	100%
2.	Language	1.	The instructions in this teaching material are easy to understand.	75%
		2.	The reading text in this teaching material is interesting, easy to understand, and can be practiced in everyday life.	100%
		3.	The language used in this teaching material is communicative.	100%
3	Contents	1.	The exercises in this teaching material are easy to understand and follow.	75%
		2.	The components in this teaching material have been arranged sequentially (page, cover, table of contents, material, and bibliography).	100%
		3.	There are local cultural contents that are attractive to foreign students.	88%
Total Average				92%

According to the outcome, the application is in the Very Good category (can be used without revision) 86% - 100% based on the appraisal results.

Samples and Instruments

English textbooks were tried out on 52 fifth grade students at SDN 2 Surodakan Trenggalek, using purposive sampling with the criteria that students take part in school learning activities and become active students. Assessment of student learning outcomes in this study measured English pronunciation and vocabulary, in accordance with English textbooks with local material with a multi-literacy approach. The pronunciation and vocabulary results test according to the instrument that has been developed for fifth grade students, based on the level of pronunciation and vocabulary.

Table 4. Result of Validity and Reliability Test

Pronunciation	Item No.	Total Correlation item	Cronbach's Alpha
Word stress	1, 2, 3, 4	0.716-0.887	0897
Sentence stress	5, 6, 7, 8	0.664-0.853	0.872
Linking	9, 10, 11, 12	0.775-0.811	0.885
Intonation	13, 14, 15, 16	0.725-0.918	0.928

Table 5. Result of Validity and Reliability Test

Vocabulary	Item No.	Total Correlation item	Cronbach's Alpha
Listening and repeating	1, 2, 3,	0.713-0.878	0.892
Listening for specific phonological information	4, 5, 6,	0.667-0.857	0.866
Looking at or observing the written form	7, 8, 9,	0.769-0.811	0.879
Noticing grammatical information	10, 11,	0.724-0.914	0.928
Copying and organizing	12, 13, 14	0.668-0.729	0.813

Table 6. Normality Test Control Group

One-Sample Kolmogorov-Smirnov Test	**Pretest**	**Postest**
N	25	25
Mean	61.40	80.27
Std. Deviation	10.36	7.80
Test Statistic	0.129	0.148
Asymp. Sig. (2-tailed)	0.200	0.094

Table 7. Normality Test Experiment Group

One-Sample Kolmogorov-Smirnov Test	**Pretest**	**Postest**
N	27	27
Mean	55.40	80.27
Std. Deviation	9.36	7.80
Test Statistic	0.127	0.150
Asymp. Sig. (2-tailed)	0.200	0.094

After learning is done using the English teaching book containing local materials on pronunciation and members of the student, then, the following step is to determine whether or not there is a difference between pretest and post-test. Test-sam paired is analyzed through the SPSS 25.0 for Windows programs using sample test tampened with a significance level of 0.05.

Table 8. Test Hypotheses with the T-Test

Item Indicator	t		Sig. (2- tailed)	
	Control	Experiment	Control	Experiment
Word stress	5.078	5.120	0.100	0.000
Sentence stress	4.463	4.564	0.202	0.000
Linking	4.098	4.173	0.000	0.000
Intonation	2.781	2.981	0.070	0.000
Pronunciation		**16.838**	**0.093**	**0.000**

Table 9. Test Hypotheses with the T-Test

Item Indicator	t		Sig. (2- tailed)	
	Control	Experiment	Control	Experiment
Listening and repeating	5.021	5.130	0.100	0.000
Listening for specific phonological information	4.455	4.647	0.121	0.000
Looking at or observing the written form	4.078	4.180	0.131	0.000
Noticing grammatical information	4.679	4.712	0.087	0.001
Copying and organizing	2.671	**2.563**	**0.078**	**0.000**
Vocabulary		**21.232**	**0.103**	**0.000**

Analysis of paired sample t-test from pronunciation skills found significant differences between pretest scores (P = 0.000, t (57) = 16.838, α <0.05). The findings show that 4 pronunciation elements (word stress, sense of stress, linking, intonation) have a significant difference (p = 0,000) between pre-test. Next to the paired sample t-test analysis of vocabulary skills found significant differences (p = 0,000, t (57) = 21.232, α <0.05). The findings also show that 5 elements of vocabulary (listening and repeating, listening for specific information phonological information, looking at/or observing the written form, noting grammatical information, copying and organizing) have a significant difference (p = 0,000) between pre-test. This study contributes to how to integrate Eyl's thematic integrated textbook based on local original materials with multi-literacy approaches in pronunciation and vocabulary mosquitimity.

According to Derekhshan et al. (2016) the existence of the textbook is necessary to support the teaching process. Every year, millions of copies are sold and many assisted projects have been prepared to produce in the country. Hamed (2010) states that the course is best seen as research that reaches the purpose and objectives that have been established in relation to the needs of learners. Tsiplakides, Molla (2019)

"the most used course of book and is a frequently used source to determine the desire of students to learn. Textbooks are important sources for teachers in helping students learning. "Learning that utilizes the books of teaching materials with integrated local materials to develop collaborative learning models in learning activities (Gibson et al., 2017).

The sub-chapter available in the English book of the material can facilitate student interaction to active in learning activities by more to know the pronunciation and vocabulary of the environment (O'Shanessy et al., 2019). In addition, teaching and learning activities involving students to develop their own learning ways is important to be impelemented in the class to engage students to be more active (Amhag, 2017); (Chen, 2016). Weiss et al. (2019) show that discussion activities can be more fruitful because students can move around more freely and have the same amount of time and opportunities in renewal.

6. Conclusion

In short, the outcome of the research showed that the Eyl's thematic integrated textbook based on local original materials with multi-literacy approaches in vocabulary have positive effects on pronunciation and the cognate. This is because the thematic integrated textbooks have some sub materials that use local materials by being executed using multi-literacy approaches. From the aspect of the pronunciation levels, all increased significantly. This shows that there is a weakness of the Eyl's theme integrated textbook in improving pronunciation and vocabulary abilities. This can be the basis of further research to add other subs materials that allow students interact freely in learning pronunciation and vocabulary development. Based on the results of research on the development of an integrated text book and trials conducted, where learning using an integrated text book has high implications compared to without using an integrated text book, it can be said that an integrated text book will make a practical contribution, especially in the implementation of the learning process for teachers. This learning media provides convenience in carrying out learning which has an impact on the effectiveness of the learning process and can improve student learning outcomes. However, the research has several limitations. The first is, the implementation of integrated text book quite difficult since the teacher does not familiar with the types of the content inside. Therefore, teachers need to study the materials inside the textbook before hand. The second, since it uses local context materials, the materials cannot be applied in universal setting. It is only interesting for people who knows the local context inside the books.

Conflict of Interest

The writer of this research would like to declare that there is no conflict of interest in this study.

References

Aalberse, S., Stoop, W., Abdul Aziz, A., abu Hatab, W., Adams, M., Adel, S. M. R.,… Liu, J. J. G. (2015). Interdisciplinary Perspectives on Im/politeness. *Journal of Pragmatics*.

Amodei, D., Ananthanarayanan, S., Anubhai, R., Bai, J., Battenberg, E., Case, C., … Zhu, Z. (2016). *Deep speech 2: End-to-end speech recognition in English and Mandarin.* 33rd International Conference on Machine Learning, ICML 2016.

Andi-Pallawa, B., & Fiptar Abdi Alam, A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*. https://doi.org/10.5296/ijele.v1i3.3892

Andy, F. (2009). *Discovering Statistics using SPSS Statistics*. In SAGE Publications.

Arikunto, S. (2002). *Metodologi Penelitian Suatu Pendekatan Proposal. 2017.*

Asrifan, A., Vargheese, K. J., Syamsu, T., & Amir, M. (2020). Esp Course Design : the Need Analysis on Tourism Department in Indonesia Vocational High Schools. *Journal of Advanced English Studies*. https://doi.org/10.47354/jaes.v3i2.85

Azman, H. (2016). Implementation and challenges of English language education reform in Malaysian primary schools. *3L: Language, Linguistics, Literature.* https://doi.org/10.17576/3L-2016-2203-05

Baron, R. A., & Markman, G. D. (2018). Toward a Process View of Entrepreneurship: The Changing Impact of Individual-Level Variables Across Phases of New Firm Development. *Current Topics in Management.* https://doi.org/10.4324/9780203793954-3

Bleses, D., Makransky, G., Dale, P. S., Højen, A., & Ari, B. A. (2016). Early productive vocabulary predicts academic achievement 10 years later. *Applied Psycholinguistics.* https://doi.org/10.1017/S0142716416000060

Botting, N., Jones, A., Marshall, C., Denmark, T., Atkinson, J., & Morgan, G. (2017). Nonverbal Executive Function is Mediated by Language: A Study of Deaf and Hearing Children. *Child Development.* https://doi.org/10.1111/cdev.12659

BSNP. (2017). *Badan Standar Nasional Pendidikan.* Jurnal Administrasi Pendidikan.

Choi, Y., Zhang, D., Lin, C. H., & Zhang, Y. (2018). Self-regulated learning of vocabulary in English as a foreign language. *Asian EFL Journal.*

Depdiknas. (2008). *DEPDIKNAS.* In Panduan Pengembangan Bahan Ajar.

George, D., & Mallery, P. (2010). *SPSS for Windows Step by Step: A Simple Guide and Reference* (4th ed.). Boston: Pearson Education, Inc.

Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education.* https://doi.org/10.17507/jltr.0806.30

Gonzalez, J., Pollard-Durodola, S., Saenz, L., Soares, D., Davis, H., Resendez, N., & Zhu, L. (2016). *Spanish and English Early Literacy*

Profiles of Preschool Latino English Language Learner Children. Early Education and Development. https://doi.org/10.1080/10409289.2015.1077038

Guha, R., Hyler, M. E., & Darling-Hammond, L. (2017). *The power and potential of teacher residencies.* In Phi Delta Kappan. https://doi.org/10.1177/0031721717708292

Halimi, M., Brosens, D., De Donder, L., & Engels, N. (2017). Learning during Imprisonment: Prisoners' Motives to Educational Participation within a Remand Prison in Belgium. *Journal of Correctional Education.*

Hapsari, A. (2016). Poetic Approach In The Study Of A Drama Script: Analyzing The Disappointments Faced By Willy Loman In Arthur Miller's Death Of A Salesman In Teaching English As A Foreign Language Context. *Journal of English and Education.* https://doi.org/10.20885/jee.vol6.iss1.art1

Hernandez, A. E., Claussenius-Kalman, H. L., Ronderos, J., Castilla-Earls, A. P., Sun, L., Weiss, S. D., & Young, D. R. (2019). Neuroemergentism: A framework for studying cognition and the brain. *Journal of Neurolinguistics.* https://doi.org/10.1016/j.jneuroling.2017.12.010

Hwang, W. Y., Shih, T. K., Ma, Z. H., Shadiev, R., & Chen, S. Y. (2016). Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts. *Computer Assisted Language Learning.* https://doi.org/10.1080/09588221.2015.1016438

Ilyashenko, L., Markova, S., Mironov, A., Smirnova, Z., & Vaganova, O. (2019). *Educational environment as a development resource for the learning process.* Revista Amazon á Investiga.

Iman, T. R. (2020). The interference of Indonesian on English second language writing. *Journal of Languages and Language Teaching.* https://doi.org/10.33394/jollt.v8i2.2466

Jabbarova, A. (2020). *The importance and principles of teaching pronunciation to learners*. In Архив Научных Публикаций JSPI.

Karlina, Y., Rahman, A., & Chowdhury, R. (2020). Designing Phonetic Alphabet for Bahasa Indonesia (PABI) for the teaching of intelligible English pronunciation in Indonesia. *Indonesian Journal of Applied Linguistics.* https://doi.org/10.17509/ijal.v9i3.23223

Kartal, G., & Sarigul, E. (2017). Frequency Effects in Second Language Acquisition: An Annotated Survey. *Journal of Education and Training Studies.* https://doi.org/10.11114/jets.v5i6.2327

Lee, S., & Koszalka, T. A. (2016). Course-level implementation of First Principles, goal orientations, and cognitive engagement: a multilevel mediation model. *Asia Pacific Education Review.* https://doi.org/10.1007/s12564-016-9431-z

Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education.* https://doi.org/10.18869/acadpub.ijree.2.1.34

Lodhi, M. A., Farman, H., Ullah, I., Gul, A., Tahira, F., & Saleem, S. (2019). Evaluation of English Textbook of Intermediate Class from Students' Perspectives. *English Language Teaching*, *12*(3), 26-36. https://doi.org/10.5539/elt.v12n3p26

Lucarevschi, C. R. (2016). *The role of storytelling on language learning: A literature review.* Working Papers of the Linguistics Circle of the University of Victoria.

M, S. N., G. K, A. B., Safitri, M., Firdaus, R., Evansam, R. G., & Siswanto, A. (2017). Morpheme Analysis of English Language. *Balitar Islamic University Journal.*

Margana, M., & Widyantoro, A. (2017). Developing English Textbooks Oriented to Higher Order Thinking Skills for Students of Vocational High Schools in Yogyakarta. *Journal of Language Teaching and Research*. https://doi.org/10.17507/jltr.0801.04

Maskor, Z. M., & Baharudin, H. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important? *International Journal of Academic Research in Business and Social Sciences.* https://doi.org/10.6007/ijarbss/v6-i11/2395

Moodie, I. (2016). The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices. *System.* https://doi.org/10.1016/j.system.2016.05.011

Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education.* https://doi.org/10.17323/jle.2019.9809

Pardede, P. (2018). Improving EFL Students' English Pronunciation by Using the Explicit Teaching Approach. *JET (Journal of English Teaching).* https://doi.org/10.33541/jet.v4i3.852

Powell, S. R., Berry, K. A., & Tran, L. M. (2020). Performance Differences on a Measure of Mathematics Vocabulary for English Learners and Non-English Learners with and without Mathematics Difficulty. *Reading and Writing Quarterly.* https://doi.org/10.1080/10573569.2019.1677538

Prihatini, A., & Sugiarti. (2020). *Pembelajaran multiliterasi pada matapelajaran bahasa Indonesia.* Prosiding Seminar Nasional Bahasa Dan Sastra Indonesia (SENASBASA).

Reed, M., & Levis, J. M. (2015). *The handbook of english pronunciation.* In The Handbook of English Pronunciation. https://doi.org/10.1002/9781118346952

Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L., & Gabrieli, J. D. E. (2018). Beyond the 30-Million-Word Gap: Children's Conversational Exposure Is Associated With Language-Related Brain Function. *Psychological Science.* https://doi.org/10.1177/0956797617742725

Sa'D, S. H. T., & Rajabi, F. (2018). Teaching and learning vocabulary: What English language learners perceive to be effective and ineffective strategies. *Center for Educational Policy Studies Journal.* https://doi.org/10.26529/cepsj.492

Sanjek, R. (2019). A Vocabulary for Fieldnotes. In Fieldnotes. https://doi.org/10.7591/9781501711954-006

Schmitt, N., Cobb, T., Horst, M., & Schmitt, D. (2017). How much vocabulary is needed to use English? Replication of van Zeeland & Schmitt (2012), Nation (2006) and Cobb (2007). *Language Teaching.* https://doi.org/10.1017/S0261444815000075

Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: relations with potential stressors at school. *Social Psychology of Education.* https://doi.org/10.1007/s11218-017-9391-0

Susanto, A. (2017). The teaching of vocabulary: a perspective. *Jurnal Kata.* https://doi.org/10.22216/jk.v1i2.2136

Susilo, S. V., & Yanto, A. (2019). Multiliteration pedagogic model based on higher order thinking skill (hots) as efforts to face the 21st century education in education from Ki Hadjar Dewantara. *Social, Humanities, and Educational Studies (SHEs): Conference Series.* https://doi.org/10.20961/shes.v1i2.26774

Uchihara, T., & Saito, K. (2019). Exploring the relationship between productive vocabulary knowledge and second language oral ability. Language Learning Journal. https://doi.org/10.1080/09571736.2016.1191527

Umansky, I. M. (2016). Leveled and Exclusionary Tracking: English Learners' Access to Academic Content in Middle School. *American Educational Research Journal.* https://doi.org/10.3102/0002831216675404

Wagiran, M., Pardjono, M., Suyanto, W., & Sofyan, H. (2017). *Vocational Education Development Framework in 21st Century.* https://doi.org/10.2991/ictvt-17.2017.68

Wahyuni, H. T., Setyosari, P., & Kuswandi, D. (2016). *Implementasi Pembelajaran Tematik Kelas 1 Sd. Edcomtech.*

Wyles, C. (2016). "Patience, please" :Vocally disruptive behaviours in dementia care. *Journal of Language Aggression and Conflict.* https://doi.org/10.1075/jlac.4.1.04wyl

Yanagi, M., & Baker, A. A. (2016). Challenges Experienced by Japanese Students With Oral Communication Skills in Australian Universities. *TESOL Journal.* https://doi.org/10.1002/tesj.229

Zarifi, A., & Sayyadi, A. (2015). How English Suprasegmental Features of Pronunciation Are Viewed and Treated by Instructors in Iranian Private Language Centers. *Theory and Practice in Language Studies*. https://doi.org/10.17507/tpls.0506.06

Zavarykina, L. V. (2018). Teaching English for specific purposes in Russian universities: A case of Moscow school of social and economic sciences. In Vysshee Obrazovanie v Rossii. https://doi.org/10.31992/0869-3617-2018-27-11-62-70