

Analysis of the Need for English Textbooks for Mathematics Education Students at UNIMUDA Sorong

Dwi Pamungkas

dwipungkas@unimudasorong.ac.id

Universitas Pendidikan Muhammadiyah Sorong

ABSTRACT

The purpose of this study was to find out the needs of students regarding Interactive Learning-based mathematics textbooks in English. The method used in this research is descriptive qualitative. The subjects of this study were 4 Mathematics Education Students at UNIMUDA Sorong who had taken an English course. Data collection techniques using interviews and questionnaires. The results of the study show that students want English teaching materials that are easy to understand, communicative, and interactive.

Key words: Teaching materials; English; interactive

INTRODUCTION

Teaching materials are all forms of material that are arranged systematically which enable students to study independently and are designed according to the applicable curriculum (Magdalena et al, 2020). Teaching materials have a very important position in learning, namely as a representation and explanation of the teacher in the classroom (Hidayah, Muhlis, & Artayasa, 2020). Teaching materials are very helpful not only at school but in the learning process in lectures. All courses will be greatly helped if teaching materials are available, including English courses.

English is one of the languages that is used as a universal communication tool on an international scope (Aziz, Pribadi, & Nurcahya, 2019). English is one of the languages studied around the world because English is an international language, where most people from all over the world communicate in English. So that English is very important for everyone, including students (Susanthi, 2020). Students really need to learn English in preparation for the world of work after graduation.

Mathematics education students in lectures receive English courses. However, in the learning process, English teaching materials are not yet available to support the quality of learning and the abilities of students in mathematics education. Therefore, it is necessary to conduct research on the analysis of the needs of English teaching materials for Mathematics Education students at UNIMUDA Sorong.

LITERATURE REVIEW

Teaching materials are really needed for students as learning support media

(Kosasih, 2021). Teaching materials are an important source of material for teachers in carrying out the learning process. Without teaching materials, it seems that the teacher will have difficulty in achieving learning objectives.

In principle, teachers must always prepare teaching materials in implementing the learning process (Aisyah, Noviyanti, & Triyanto, 2020). English teaching materials are very necessary in the learning process as a support for achieving lecture goals (Ramadhani & Izar, 2022).

Learning English is an important basic aspect that students must master in the learning process including improving listening, writing, speaking and reading skills (Afrianti, Wahyuni, & Rusdin, 2022). From the various existing literature, English teaching materials really need to be developed in student learning.

Previous Related Study

Research conducted by Deswita and Niati in 2020 shows that students need a collaborative learning-based English mathematics textbook.

Research conducted by Ninsiana and Tawa in 2019 concluded that the model for strengthening the English language in the Sharia study program of the Faculty of Economics and Business at IAIN Metro is a special purpose English reinforcement model (ESP) for Islamic economics communicative.

Research conducted by Gratitude and Nugraha in 2019 concluded that the learning needs in English courses were not the same and varied. This data can be used as a reference in making and developing lesson plans for ESP English courses.

METHOD

Design and Sample

The method used is descriptive qualitative. Data collection techniques using interviews and questionnaires. The subjects were 4 students of the UNIMUDA Sorong mathematics education study program Odd semester 2021-2022 academic year who had taken English courses.

Instrument and Procedure

The instruments used in this research were interview sheets and questionnaire sheets. The data collection procedure was that the researcher interviewed the subject regarding the required English teaching materials. After that, give a questionnaire to find out the specifications of the required teaching materials. The collected data is then analyzed.

Data Analysis

Data analysis techniques use the Miles and Huberman models. According to Miles and Huberman (2002) qualitative data analysis techniques are carried out interactively and continuously until the data is saturated. The stages in conducting

data analysis using the Miles and Huberman model, namely data reduction (data selection), data display (data presentation), and conclusion drawing/verification (conclusion).

RESULT AND DISUSSION

Interview:

Following are the results of interviews with 4 students of the Mathematics Education study program:

Subject 1:

Question: Do you need teaching materials in learning English?

Answer: "Yes"

Question: in what form are English teaching materials needed?

Answer: "Module"

Question: What are the specifications for the English language module required?

Answer: "Easy, not boring, makes us eager to learn, inexpensive,"

Subject 2:

Question: Do you need teaching materials in learning English?

Answer: "Yes"

Question: in what form are English teaching materials needed?

Answer: "Module"

Question: What are the specifications for the English language module required?

Answer: "Lightweight, interactive, makes us eager to learn, interesting,"

Subject 3:

Question: Do you need teaching materials in learning English?

Answer: "Yes"

Question: in what form are English teaching materials needed?

Answer: "Module"

Question: What are the specifications for the English language module required?

Answer: ", interactive, learning, interesting, easy to understand"

Subject 4:

Question: Do you need teaching materials in learning English?

Answer: "Yes"

Question: in what form are English teaching materials needed?

Answer: "Module"

Question: What are the specifications for the English language module required?

Answer: "interactive, makes us enjoy learning, good design,"

Questionnaire:

Table 1. Student Needs for English Teaching Materials

No	Statement	Percentase (%)			
		STS	TS	S	SS
1	In learning English, teaching materials are needed	0	0	0	100
2	Teaching materials are easy to carry	0	0	25	75
3	Communicative teaching materials	0	0	0	100
4	Interactive teaching materials	0	0	0	100
5	Teaching materials are easy to understand	0	0	0	100
6	Economical teaching materials	0	0	50	50
7	Interesting teaching materials	0	0	0	100
8	Easy to read teaching materials	0	0	25	75

Based on the results of interviews and questionnaires with 4 students of the Mathematics Education study program, it was found that they wanted light teaching materials in the form of modules. The English module is easy for students to understand and understand. The module is able to increase students' interest and enthusiasm in learning English so that it is not monotonous and interactive.

CONCLUSION

Based on the results of the study, it was concluded that English teaching materials were needed that were light, understandable, and interactive in learning English courses for students of the Mathematics Education study program, UNIMUDA Sorong.

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