The Impact of Natural Disaster Teaching Module (NDTM) on Secondary Schools Students in West Aceh

Erizar
STAIN Teungku Dirundeng Meulaboh, Indonesia

Mohd Nazri Latiff Azmi
Universiti Sultan Zainal Abidin (UniSZA), Kuala Terengganu, Malaysia

DOI: 10.6007/IJARBSS/v7-i4/2921 URL: http://dx.doi.org/10.6007/IJARBSS/v7-i4/2921

Abstract
The Indonesian government has realised the importance of education in these recent days by increasing the investment in education in all fields including English language studies. This study purported to investigate the impacts of the use of Natural Disaster Teaching Module (NDTM) on secondary school students in West Aceh. The population and sample of the study comprised the secondary school students studying in a public school in Acheh, Indonesia. The control group and the experimental group was of equal size, each having 30 students from the 8th grade. The pretest and posttest of the same test was administered on the students in both groups in the beginning and end of the study. The quasi-experimental teaching was conducted during the regular teaching hours of English class. The result indicated that there was a significant difference found between the two group scores as shown in the post-test (0.000 on 0.05 level). This study recommends that, teachers are encouraged to develop their disaster knowledge in order to effectively facilitate English instruction. Moreover, the effect of natural disaster teaching module should be investigated in a variety of learning disciplines in the subject of Physics, Chemistry, Mathematics, Computer science, Indonesian studies, and Islamic studies on the same pattern, and some other variables such as attitude, background status of the student, level of intelligence should be controlled.

Key words: Natural Disaster, Module, English, West Aceh

1. Introduction
Natural disasters, such as earthquakes and tsunamis, are largely unpredictable. With the advancement of science and technology, early warning systems can be implemented to save people’s lives. However, even with advanced systems in place, the impact of natural disasters can be enormous in terms of both loss of life and property, as well as the trauma experienced by the victims, which may last throughout their lives. Nowadays, there has been a significant increase in the number and variety of disasters happening worldwide, which have caused losses of human life and destructions of property. Many countries throughout the world, Asia and the
Pacific in particular, are vulnerable to natural disasters, such as earthquake, tornado, tsunami, flood, volcano, and so forth.

One of the countries which is frequently hit by natural disasters is Indonesia. It is located at three world plates: Eurasia, Pacific, and Indo-Australia. There are a number of natural disasters such as earthquakes and tsunamis which have hit the country and caused deaths of thousand people (Diknas, 2010). For this regard, it is compulsory to make all parties involved in natural disaster education. In 2005, Indonesia ranked the seventh country mostly affected by natural disasters (UNESCO, 2005). The country is at risk to earthquakes, floods, landslides, volcanos, storm and so on.

Aceh is one of the provinces located in Indonesia, which is frequently affected by natural disasters. It is located in the northern part of Sumatra Island. A number of natural disasters occurred in Aceh recently, causing sadness of its people due to deaths and destructions of infrastructures as well as property. For example, an earthquake and tsunami hit Aceh on 26 December 2004, which was considered as one of the biggest natural disasters in the 21st century, killing hundreds thousand people (Sardjunani & Hadi, 2010).

The natural disasters have contributed to the negative impact on the development of all sectors in Indonesia. One of them is the educational sector that causes the process of teaching-learning program not running well. For instance, the earthquake and tsunami that hit Aceh in December 2004 indicated that students were among the most vulnerable to natural disasters. The table below shows the number of students affected by the natural disaster in Aceh and other provinces in Indonesia.
Table 1.1: Report on Natural disaster damages and losses assessment 2004-2010 (BNPP, 2011)

<table>
<thead>
<tr>
<th>Disaster Event</th>
<th>Number of schools/education facilities damaged</th>
<th>Damages and Losses (Billion IDR)</th>
<th>Life’s losses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earthquake and Tsunami, 26 December 2004 in Aceh-Nias</td>
<td>2065</td>
<td>1041</td>
<td>45,000 students died /or missing 1,870 teachers died and missing 506 students and 36 teachers died</td>
</tr>
<tr>
<td>Earthquake 27 May 2006, Yogyakarta – Central Java</td>
<td>2097</td>
<td>1739</td>
<td></td>
</tr>
<tr>
<td>Earthquake 30 September 2009, West Sumatra</td>
<td>1290</td>
<td>6188</td>
<td>235 students and 34 teachers died</td>
</tr>
<tr>
<td>Earthquake 12 September 2007, Bengkulu and West Sumatra</td>
<td>1177</td>
<td>2354</td>
<td>25 students died</td>
</tr>
<tr>
<td>Flood in Wasior, West Papua</td>
<td>277.9</td>
<td>1451</td>
<td>63 students and 5 teachers died</td>
</tr>
</tbody>
</table>

The history has shown that the needs of children have usually gone largely unmet during disasters. It has been asserted that the needs of children are often excluded from attention during disaster due to their lack of power to voice their concerns and the fact that the majority of disaster professionals do not possess specific child health or child development expertise (Peek, 2008). Shaw and Kobayashi (2001) proposed that there are reasons why students need to learn natural disaster: (1) students are one of the most vulnerable elements of the society; (2) they are the future generation; (3) they can transfer the disaster education to parents and community.

Moreover, the integration of subject matter content (e.g., environmental issues, societal issues, and disaster issues) has generated wide interest in learning English (Paterson, 2010). Disaster education has been employed many immersion schools in the world (e.g., Japan, India, and Bangladesh). The same thing also occurs in Indonesia, in which the government has encouraged the authorities in educational sector to integrate subject matter content into English Language Learning and Teaching (ELLT) (Diknas, 2003).
In Indonesia, the English proficiency of students has been continually declining over the years as shown in the low performance in national examination in their competencies in the use of English (Ministry of Education, 2010). Students have great difficulty in expressing their ideas in the classroom which could also be attributed to the utter neglect of developing their competencies. The development of the students’ English proficiency has become the main focus of teachers, educational policy, and educational stake holders who have seen the need to strengthen students English proficiency. They have recognized the need to provide the necessary materials related to disaster education that allows the English class to assume an equal role with other subjects (Msanjila, 2007).

The use of modules is an alternative instructional design for the learning and satisfaction of the students. In English class, the students work on their own and the teacher’s role is to guide and monitor the progress of the students in doing their individual tasks. With the use of the modules in English classroom, students work on various activities related to natural disaster issues that are interesting and challenging enough to maintain focus and attention (Cruickshank, 2003).

Considering the importance of having adequate disaster materials for schools in West Aceh, mainly for secondary school students, the researcher is intrigued to develop a Natural Disaster Teaching Module using constructivist approach and to investigate the impacts of the module on secondary school students’ English performance in SMPN 1 West Aceh, while for Ho hypothesis, the researcher assumed that there is no significant difference in the mean score of reading performance of the students in the experimental group and those in the control group in the post-test.

2. Material and Method
The quasi-experimental teaching was conducted in the students’ class during the regular class hours, which were scheduled for English class. 30 students A and B of the 8th class from randomly selected schools, Government Middle Schools in Johan Pahlawan sub-district, West Aceh were taken as the sample of the study. The school was selected randomly because the public sector institutions have similar criteria of students’ enrolment, evaluation and other facilities (Diknas, 2010).

The teacher carried all of the experimental teaching during the instructional period and acted as the facilitator during the teaching, preparing the materials and discussing any questions asked by the students. In this study, a mixed method design (quantitative and qualitative methods) was used in order to collect data that were analyzed using statistical methods, as well as specific data used to develop the lessons. The pre-test and post-test should be given to the students (Behlol, 2009). The significance of difference between the mean scores of both the experimental and control groups on the scores of pre-test and post-test were tested at 0.05 level by applying t-test (Creswell, 2002).
3. Research Findings
The statistical tools, such as t test, mean, the difference of means, standard deviation, degree of freedom, and Levene’s tests, were applied to analyze the data of the study.

**Ho1**: There is no significant difference in the mean score of reading performance of the students in the experimental group and those in the control group in the post-test.

<p>| Table 1.2: Group statistics of the mean score of experimental and control group achievers in the post-test |
|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>30</td>
<td>47,17</td>
<td>5,253</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>64,97</td>
<td>11,254</td>
</tr>
</tbody>
</table>

This table shows the means, standard deviations and standard errors of the means of experimental and control group in the post-test. The mean of experimental group was 47,17 and that of the control group was 64,97. Their standard deviations were 5,253 and 11,254 respectively. The standard errors of the means were 0,959 and 2,055. The analysis of this table was used as baseline data to apply t test to observe the results of the study of the experimental and control group on post-test.

| Table 1.3: Significance of difference between the mean score of the experimental and control group in the post-test |
|---|---|---|---|---|---|
| Type of Test/group | Levene’s test | t test |
| --- | --- | --- | --- | --- | --- |
| Post-test | F | Sig. | T | Df | p value | Mean Difference | SE D |
| Ex+Con | 14,729 | 0,008 | -7.850 | 58 | 0,000 | -17,800 | 2,267 |

The table shows the difference between the mean score of reading performance of the students in the experimental group and those in the control group in the post-test, which was found to be significant on the t test. The degree of freedom of the two groups were 58 and the mean difference was -17,800 on 0,05 level. The p value was 0,000 on 0,05 level, which was significant. It was proved that there was significant difference between the mean score of reading performance of the students in the experimental group and those in the control group in the post-test. These results were also supported by the studies conducted by Pareek and Rao (2000). They believed that the module based learning resource created interest in learning for
the individuals, and as a result they were able to demonstrate higher achievements as compared to the students taught with the textbooks

4. Results and Suggestions
Module is a new strategy for arranging learning experiences in education and it has been receiving much attention. The strategy of learning module has become a part of all level of teaching English. A learning module is a self-package dealing with one specific subject matter/unit. It can be used in any setting convenient to the student and may be completed at the learner’s own pace. Sufficient theories and practices are available for the practical application of modular teaching in the classroom. Thus, a study was conducted in order to check the impacts of modular teaching on secondary school students in West Aceh. The findings of this study demonstrated significantly different achievement between the experimental group and control group students in the post-test. This results axiomatically verified the value of integrating natural disaster education into ESL class in Indonesia, specifically in Aceh. Therefore, teachers are encouraged to develop their disaster knowledge in order to effectively facilitate English instruction. When designing and delivering English instruction, teachers should appropriately use the natural disaster module to maximize students’ learning experience by presenting both verbal and visual materials simultaneously to construct referential connections.

Acknowledgement

The researcher is thankful to God from the bottom of his heart that He has granted him health, intellect and opportunity for the completion of his study. He would like to thank his family for their praying for the completion of his research. They were always there cheering him up and stood by him through the good and bad times.

It was not possible for the researcher to complete the research without the tireless and time-consuming pains of academic advisor. Therefore, the researcher would like to express his deepest gratitude to his advisor, Associate Professor Dr. Mohd. Nazri Bin Latiff Azmi, for his excellent guidance, caring, patience, and providing him with an excellent atmosphere for doing research, insightful comments of Professor Prof. Dr. Mayron David William who guided him in the completion of different sections of the research.

References


