E-MODULE BASED PROJECT LEARNING FOR TEACHING SPEAKING

by

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Abstract:

In this digital era, e-module becomes a great help in accessing knowledge combined with the good method application. This study is intended to develop an e-Module design based on Project Learning in the Speaking for General Communication course. This e-Module Project Based Learning is designed with the purpose of creating effective and efficient learning. The subjects of this study were students in 2nd semester of the English Education study program. The kinds of this research are a Research and Development (R&D) research and the method used is ADDIE development method (Analysis, Design, Development, Implementation and Evaluation). The stages in this study are the needs analysis stage, the e-module planning and design stage, the e-module development stage, the e-module implementation stage and the evaluation and revision stage of the module. The research used descriptive qualitative and quantitative descriptive methods. Through the project designed in the e-module, it is hoped that it will increase student creativity and increase student activity in speaking. Furthermore, students' speaking skills can be improved.

Keywords: *e-module, speaking, project learning*

INTRODUCTION

A global pandemic of deadly virus Covid-19 become the serious consideration for lot of countries in the world. The Covid-19 is now beginning to spread to the world of education. The data from UNESCO shows more than 160 countries have implemented national closures affecting more than a half of the students population in the world (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). The role of Higher education in the practice of community empowerment has been through the implementation Higher Education Tridharma (Saleh & Mujahiddin, 2020). The distance learning became the solution as the policy from the

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Minister of Education and Culture Indonesia. Schools and university are demanded to utilize distance learning system. However, the model is not limited to utilizing web-based model as a sole solution which was proposed in the prior study (Turmudi, 2019).

The innovation in learning process is needed in solving the problem for online learning (Trilestari & Almunawaroh, 2021). The design of e-Module which can be access by the online is one of innovation of learning English (Aini, Sari, & Rikarda, 2020). Using e-Module will help the students to access the course by online platform (Asrial et al., 2019). The distance learning system is carried out in Nahdlatul Ulama Lampung University. Now, Nahdlatul Ulama Lampung University is using the platform namely Smartunulampung as e-learning for the entire study program.

University of Nahdlatul Ulama Lampung (UNU Lampung) has a Bachelor of Education study program English under the Faculty of Social Sciences and Humanities. Speaking for Academic Purpose is an expertise course in the second semester. This course with 3 credits includes a discussion that aims to develop the ability to speak in English and the competence of students in doing daily conversation. The focus is on fluency, accuracy, and appropriateness. The topic involves casual and formal everyday conversation in more complex themes. According to Thornbury and Slade (2006), conversations are generally in an informal form, an interactive conversation between two or more people that occurs at the same time are equal and spontaneous, have broad interpersonal functions and the parties involved share symmetrical rights. This course is mostly practical in which students are involved in practice speaking English both monologue and conversation (Thornbury & Slade, 2006). UNU Lampung's online learning system uses Moodle. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a platform devoted to web-based learning system using e-Module-oriented learners. The advantages of Moodle are open source, easy to use, flexible, secure, integrated, customizable, plug-in support, and mobile friendly and support various languages.

The English Module for Speaking is design based on the Project Based learning (PjBL) to accommodate Speaking for General Communication course. PjBL developed by experts such as Piaget and Vygotsky is a student center learning where students getting the opportunity to answer the questions, solving the problems and producing results product of learning (Aldabbus, 2018). PjBL is not only limited in the proficiency of learning materials but is able to develop psychomotor and social skill such as getting information, critical

thinking, solving the problem, self-evaluation, summarizing and making presentations. Therefore, PjBL is very suitable to be combined with the learning of Speaking for General Communication course for the second semester students of English Education Department.

Using e-Module based Project Learning in the Speaking course is needed to improve students' speaking ability. The data shows that the second semester students still have low ability in speaking and need to be improved. This e-Module is designed with the aim of creating effective and efficient learning. Through the designed project in this e-Module is expected to increase the student creativity and improve student performance activity in speaking. Furthermore, students' speaking ability can be increased. Mastering the skill as they can use it as a proof of their good command in English or English proficiency (Turmudi, 2020b)

Descriptive qualitative using Literature review is needed to build the conceptual paper (Turmudi, 2020a). Based on the research that has been conducted by Mali (Gai Mali, 2016) shows the use of PjBL is effective to be applied to Indonesian EFL Classroom. There was the implementation of PjBL in designing two projects and activities in creative writing and SLA courses for students English Education Department. The next, PjBL has been used for higher education and has been proved to improve students' learning in higher education (Guo, Saab, Post, & Admiraal, 2020). Furthermore, the study comes from Essien involving 81 students from the 3rd year English major students Education Faculty Suan Sunadha Rajabat Bangkok University, Thailand. This study has shown that PjBL became a great pointer as teaching methodology which improve students skills and ability in learning English (Essien, 2018).

In addition, the previous study conducted for 7th semester of student of Brawijaya University shows that the implantation of PjBL gives the significant effect for better iBT TOEFL score result in higher education (Syakur, Junining, & Sabat, 2020). In the same line, the study conducted by Bass and Beyhan (2010) shows that increasing of students' achievement level and attitude toward English lesson. The 50 students in the 5th grade who educated by PjBL as supporting learning method become more successful than using traditional methods (Baş & Beyhan, 2010). Another study shows this method is effective for the acquisition of EFL for the pupils of the secondary school (Supe & Kaupuzs, 2015). The students become more active, communicative in speaking and cooperative during the project. This study has shown the use of PjBL raising the students' motivation in studying English and arousing their interest of English Acquisition. The next research explains that PjBL was also

used for developing learning module on compiling exposition argumentation text for Junior High Shool level (Wati & Apriani, 2021). Some previous research has been proved that PjBL having positive impact for the students' learning. Finally, this research is focused on developing e-module based Project Based Learning for teaching Speaking.

According to Bell (2010) PjBL is an innovative approach to learn that teaches many of the strategies essential to success in the twentieth first century (Bell, 2010). Students encourage their own learning inquiry, as well as working independently collaboratively in research and create projects reflecting their knowledge (Agustina & Anum, 2021). From accumulating decent new tech skills, to becoming a communicator proficient and advanced problem solving, students benefit from the approach this teaching. The application of PjBL in the context of EFL, especially in an effort to improve students' ability to speak and write in English as a foreign language (Astawa, Artini, & Nitiasih, 2017). The requirements of the project included in some criteria, for instance learning goals, topic, providing interesting questions which make students being attractive (Kimsesiz, Dolgunzos, & Konca, 2017).

Based on the explanation above, the e-Modul can be designed to be e-Module-based Project Learning. Project-based Learning-based e-Modules are the modules that can be accessed electronically which allows students the opportunity to solve problems through the projects they are working on so that they can achieve learning objectives. Finally, there are two research questions as follows:

1. What are the procedures and underlying principles of PjBL that can be implemented in speaking e-Module?
2. How is the validation of e-module based Project Learning for Speaking using ADDIE model?

METHOD

Design

The method used in this research is Research and Development (R&D) using the ADDIE model. The ADDIE model is very suitable to be recommended in the development of teaching materials because this model is designed with the aim of increasing student engagement (Misesani, 2020).ADDIE model was developed systematically and based on learning design theory; this e-module can display text, colors, and images because it uses

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media such as Moodle (Rendra, Darmawiguna, & Sindu, 2018). The ADDIE model consists of five steps, there are Analyze, Design, Development, Implementation, and evaluation.

Participant

The subjects in this study were all parties involved in the research in designing and developing e-module based Project Learning such as a lecturer in the English Education Study Program as a facilitator on Moodle, Reviewers and students who use e-Modules based Project Learning. This study involved 6 reviewers. The reviewers were two material experts (English lecturer) and two media expert (Informatics and Computer lecturer). The participants were English Education Program students' semester 2 with the total number 40 students' intermediate levels consist of 15 male and 25 female students of English Education Program.

Data Collecting Technique

The data collecting technique consist of five steps. Each step has been explained as follow:
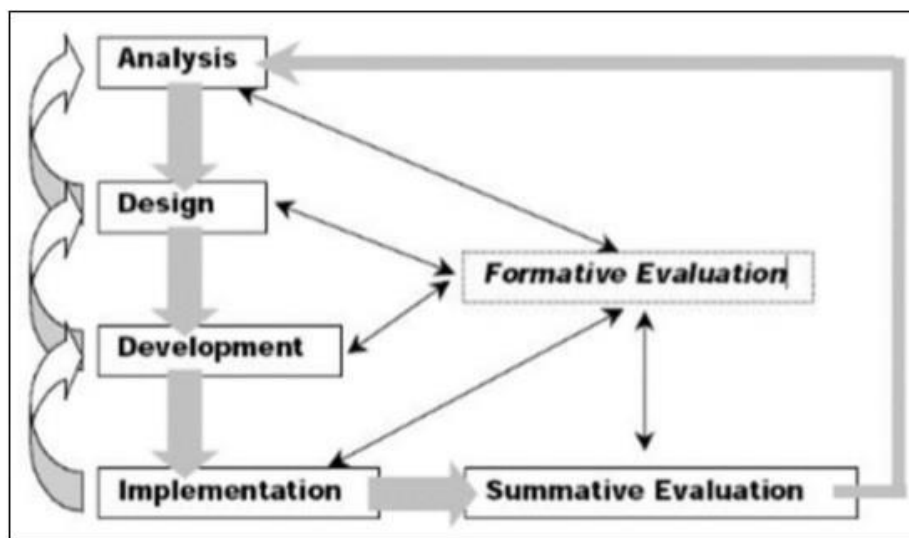

Figure 1. Schematic of the ADDIE Model R&D Research steps (Solihudin JH, 2018)

Based on the picture above, the stages of developing an e-Module based on PjBL described as follows:

a. Analysis

The initial stage is to do a need analysis on e-Module and Moodle content used. In content needs analysis, it is done by analyzing characteristics, Syllabus, RPS in the Speaking for General Communication course. The content in the e-Module is adjusted based on the results of the needs analysis in software operation as a Project-based e-Module container in

the form of Moodle contained in the online learning system of UNU Lampung. The need analysis aspects consist of Present Situation Analysis, Learning Situation Analysis and Target Situation Analysis (Sally, 2019). The questionnaire instrument was used for conducting Need Analysis.

Table 1. The blueprint of Need Analysis Instrument

No	Aspect	Indicator	Question Number
1	Present Situation Analysis	Mention the reason studying English	1,2
		Mention timing study English Speaking	3, 4
		Mention speaking future use	5, 6
2	Learning Situation Analysis	Mention the student's opinion about English curriculum structure	7,8
		Mention the level of academic performance	9,10
3	Target Situation Analysis	Mention the preferred learning styles	11, 12
		Mention the preferred learning activities	13,14
		Mention the preferred teachers' role	15, 16

b. Design

This stage is the design stage of e-Module development and development Moodle used in the online learning system of UNU Lampung. At this stage, input, comment, and suggestion from various experts such as material and media experts are used in making design.

Table 2. The blueprint of Media Expert Validation

No	Aspect	Indicator	Question Number
1	The use of the product as a learning alternative	Apply ISO standard	1, 2
		Flexible to use	4, 3
2	The appearance of the product	Use appropriate layout	5, 6
		The letters used are attractive and easy to read	7, 8
		Illustration of the cover	9, 10
3	Functionality aspects	Consistency of layout	11, 12
		harmonious layout elements	13, 14,
		Complete layout elements	15, 16
		Layout speeds up understanding	17, 18
		typographic simplicity	19, 20
		Typographic is easy to read	21,22
		Typographic is easy to understand	23, 24
		Illustration of the content	25, 26

c. Development

At this stage, the preparation of e-Modules is carried out by combining material content with pictures, graphics, videos, animations, or simulations, as well as speaking

projects Moodle. This stage included collection of reference materials, searching, and making videos to support learning on the material, looking for and creating animations to support earning on electrical and magnetic materials, adapted to the format and capacity Moodle. At this stage a validation test (by a team of material and media experts), revisions are carried out (Improvements based on suggestions and comments provided) and small group test.

d. Implementation

E-Module that has been evaluated to determine its feasibility and revised to refine it, then it is implemented in the experimental class to determine its effectiveness through field trials. The instrument used in this stage was documentation.

e. Evaluation

Evaluation is carried out through giving appointments to students and lecturers to assessing the feasibility of developing PjBL e-Modules. The next is the impact of effectiveness after using Project-based e-Modules Based learning, in this case to improve the achievement of knowledge competence and second semester students' speaking skills.

Table 3. The instrument of material expert

No	Aspect	Indicator	Question number
1	Content Feasibility	Content suitability with Basic competencies and Learning outcomes.	1, 2, 3
		The accuracy of the content	4, 5, 6, 7, 8, 9, 10, 11
		Proficiency of the materials	12, 13, 14, 15, 16, 17
		Encourage the curiosity	18, 19, 20
2	Presentation Feasibility	Technique of presentation	21, 22
		Support the presentation	23, 24, 25, 26, 17, 28, 29, 30
		Learning presentation	31
		Presentation equipment	32,33,34
3	Language Feasibility	Straightforward	35, 36, 37
		Use communicative language	38, 39
		Use dialogical and interactive language	40, 41
		Suitable for students' acquisition	42, 43, 44

Data Analysis Technique

The data analysis used was a quantitative descriptive method with a description of the percentage followed by data analysis of module-based development PjBL, the quality of e-module based Project Learning was based on Reviewers, and implementation of PjBL-based e-Modules. The average score validation from the experts were analyzed and interpreted into Likert-scale to know the quality of the product. The percentage of success as follow:

$$P_S = \frac{n}{N} \times 100\%$$

P_S =The Percentage of Success

N = Maximum Score

n = Total Score

The data will be categorized using Likert Scale Interpretation as follow:

0 – 20 % = Very poor category

21 – 40 % = Poor category

41 – 60 % = Enough category

61 – 80 % = Good category

81 – 100 % = Excellent

The data arrangement and support theories are arranged using referencing tool Mendeley with offline model (Turmudi, 2020a)

RESULT

The procedures and principles of PjBL

PjBL focused on learners center, it is aimed assist the learners to develop their responsibility (Marwan, 2015). Additionally, Kimsesiz (2017) states that PjBL has **constructivist perspective** and requires the students being **autonomous, creative, designer and also productive** during the instructional learning process (Kimsesiz et al., 2017). PjBL aims to develop students' **self-respect and confident.** He also explains that PjBL as the student-centered approach for EFL students.

This approach provides the students to be **active and creative** in producing their project collaboratively and individually for developing their academic and socio-psychological skills. There were several benefits including the use of PjBL. The use of PjBL is growing interest in **learner autonomy** (Mohamad, 2021), solving challenging and **authentic problems** by working in **collaboration** each other (Shin, 2018), **creating meaningful activities** (Shin, 2018), encouraging motivation, foster cohesiveness, developing problem solving and higher order thinking skills (Treve & Education, 2021).

In summary, PjBL is the student-centered learning which support the **creativity and collaboration** of the learners. Using this approach will create their **responsibility, motivation, interest, and high order thinking skills.**

The general stages of the implementation PjBL are **speculation, designing project activities, conducting project activities and evaluation** (Tsiplakides & Fragoulis, 2009). The procedures implemented in this e-module as follows:

Procedures	Underlying principles
1. Speculation: this procedure is to choose the topic of the project based on the learning objective and curriculum. The topic of speaking course chosen is aimed to arouse the student's interest. So, the students can explore the resources and create the frame project.	*Constructivist, perspective, learner autonomy, creativity, self-respect and confident.*
2. Designing Speaking project activities: the teacher help to design project group about necessary topic or materials in speaking. Then, the students plan the project work, roles, and their tasks. They need to work collaboratively.	*autonomous, creative, designer, productive, creativity and collaboration*
3. Conducting project activities: the student is to explore their activity in questioning and answering and organize information and synthesize findings and making summary. They are also to make points of presentation and how to present their project. Finally, they do the presentation and share feedbacks based on their project to another student.	*authentic problems, creating meaningful activities, , motivation, collaboration, and interest*
4. Evaluation: the students reflect what they get and learn along the process of the project and join their own project evaluation process.	*responsibility , high order thinking skills, self-respect and confident*

The Result of developing speaking e-module using ADDIE

Analysis

At the analysis stage, it is carried out by analyzing system requirements and the suitability of the e-Module material with the Syllabus/RPS for the Speaking for General Purpose course. At the planning and design stage, it is carried out by designing a systematic Speaking for General Communication module based on project learning with the stages of designing a system and database. The result of the questionnaire result shows that 78 % or most of the students prefer learning activity-based project.

Design

The design of the module as follow:

Course Description: This course includes discussions that aim to develop speaking skills in English and students' competence in carrying out daily conversations. The focus is on fluency, accuracy, and appropriateness. The topics involve casual and formal everyday conversation in more complex themes. Learning activities include games, role-playing games,

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quizzes, interviews, and information transfer and information exchange. This course is mostly project-based practice where students are involved in the practice of speaking English, both monologue and conversation.
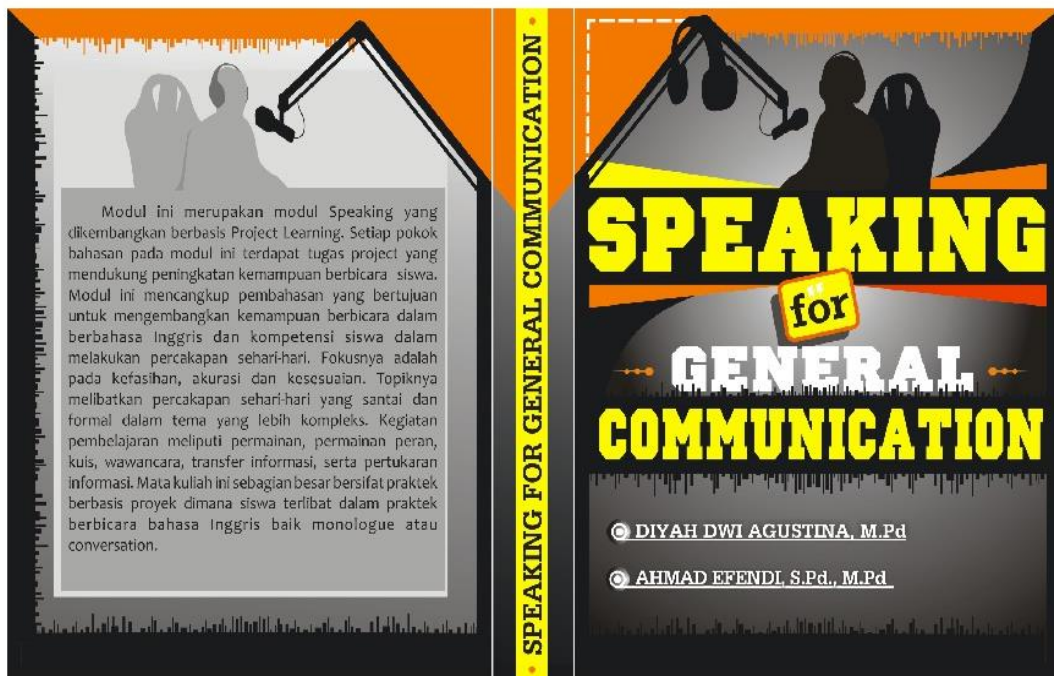
Picture 1. The Cover of module

Topic in Table of content
Chapter 1 Introduction
Chapter 2 Describing
Chapter 3 Hobby
Chapter 4 Expressing Likes and Dislikes
Chapter 5 Telephone Conversation
Chapter 6 Asking Time
Chapter 7 Asking Direction
Chapter 8 Shopping
Chapter 9 Food
Chapter 10 Health
Chapter 11 Job an Occupation
Chapter 12 Gesture around the world
References

Picture 2. E-module topic

Development

The next step is material validation and media validation. The results can be seen in the diagram below:
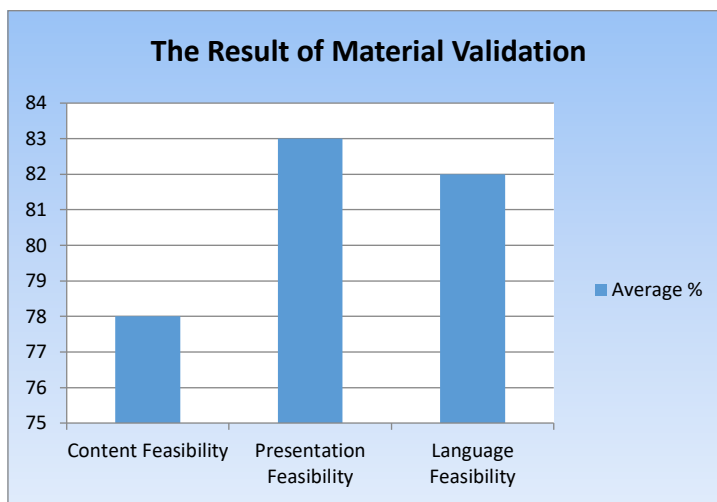

Chart 1. The result of Material Validation

The diagram shows that in terms of material aspects, the electronic module of the Speaking for General Communication course as a whole has an average score of 81% in the very good category. From the assessment / validation of experts, namely media experts and material experts as a whole, it concluded that the electronic module product for the Speaking for General Communication course is feasible to be tested to the next stage, namely small-scale trials, and large-scale trials with notes after revisions are made according to suggestion.

The level of feasibility in terms of media aspects includes three aspects, namely; the overall appearance of the product, the usefulness of the product as an alternative to learning, and the functional aspects of the product, each aspect received a very good score. With the average aspect of the overall appearance of the product is 85% in the very good category, the average aspect of the use of the product as a learning alternative is 78% in the good category, the average aspect of product functionality is 83%. The results can be seen in the bar chart follow:
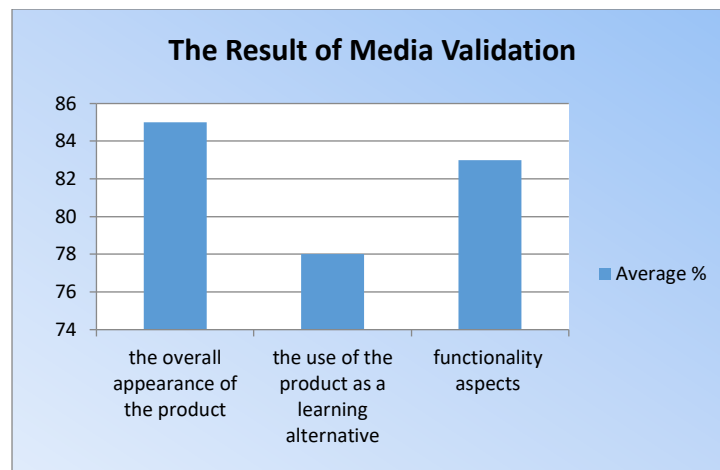
Chart 2. The result of Media Validation

From the results of the media expert validation calculations on the bar chart above, it can be obtained an overall average result of 82% with good categories.

Implementation

The implementation phase includes product testing, module review by experts, small-scale trials, online usage trials, classroom use, evaluation, and module refinement as teaching materials for Speaking for General Communication based on project learning. This electronic module product for the Speaking for General Communication course has been evaluated and validated by experts, then revised according to the notes of the experts, after the initial product draft was revised then tested on a small-scale involving N = 12 research subjects, namely students and English Education Study Program at Nahdlatul Ulama University Lampung.

In this small group trial, it is an empirical feasibility test that will obtain data on the presentation of material, language, graphics, and the benefits of the electronic module of the Speaking for General Communication course that has been developed. The results of the small group trial described an average percentage score of 76.5% with a good category. So, it can be concluded that the quality of the e-module technically gets a good category, thus the electronic module of the Speaking for General Communication course can be continued in the next test group, namely a large group trial involving larger test subjects.

Evaluation

The next stage is the revision based on results of small group trials. The summary of the advantages of the assessment results from respondents related to the use of the electronic module for the Speaking for General Communication course include a) The material

presented is easy to understand and coherent, b) attractive appearance is more dynamic, c) generates interest in learning. After going through this revision, the development product was declared feasible to be tested in large groups or in real groups in learning.

The electronic module for the Speaking for General Communication course has been tested in small groups and revised, then tested in large groups. The research subjects in this large-scale test involved N=40 students in the English Education Study Program, University of Nahdlatul Ulama Lampung. The results of the large group trial obtained an average percentage score of 81.00% in the good category. Thus, the product of the electronic module was used for the General Communication Speaking course.

The electronic module for the Speaking for General Communication course has been tested in small groups and revised, then tested in large groups. The research subjects in this large-scale test involved N=40 students of the English Education Study Program, University of Nahdlatul Ulama Lampung. The results of the large group trial obtained an average percentage score of 81.00% in the good category. Thus, the product of the electronic module got the good category for the General Communication Speaking course. The results of large-scale trials that have been carried out have produced several field notes to be used as material for correction and evaluation, especially in the implementation of model products on a large scale in learning the Speaking for General Communication course.

DISCUSSION

The previous study from Aini were used ADIIE e-module using Content based Instruction for reading implemented on moodle (Aini et al., 2020) got the validation in point 88 or in a good category. Therefore, this study got similar value of validation in a good category with point 81. The good categories in validation mean that the product e-module can be used. Next, four another studies from Syakur (Syakur et al., 2020), Gai and Mali (Gai Mali, 2016), Essien (Essien, 2018) and Bass and Beyhand (Baş & Beyhan, 2010) shows the use of PjBL for higher education participant and for learning English as well as this study. All of the previous study indicated the good impact for learning English in various skills and aspects.

The research conclusion is done by the data analysis descriptive quantitative and qualitative through ADDIE model. Then it was describing the final product of e-module based

project learning. This e-module has been developed as the key points to help the students in learning speaking. Based on the observation, it shows that e-module based project learning. After going through the stages of ADDIE model, this e-module is feasible to use and applied for teaching and learning speaking. This study developed e-module based project learning for teaching and learning speaking by collecting expert review. The expert consists of Media expert and material expert. The opinions and review from media and material experts are used as evaluations in developing a better product than the first trial. However, this study has some limitations of the study.

Obstacles during carrying out this research are direct monitoring of students and student learning activities can only be done online. Especially the obstacles related to internet connection both from students and from researchers. Those made the results expected by researchers are less than optimal. However, this does not interfere with the research process and the research process can still run well.

The following are some of the notes that have been compiled including; a) researchers must take advantage of campus facilities related to the application of the electronic module product for the Speaking for General Communication course because not all students bring or have laptops. Then, researchers take advantage of the internet network which is quite smooth so that students can easily download electronic module products during learning; b) in general, electronic module products can be applied in learning, because they really help students in the learning process, learning interaction, and learning motivation, generally speaking; The whole module can be applied and used by all subjects on a large scale; c) the equipment used must be prepared carefully; d) order and discipline are points of concern.

CONCLUSION AND SUGGESTION (IMPLICATION)

Based the data from the notes, suggestions and findings in the large-scale trials that have been carried out, further revisions were made to the electronic module product, focusing on the extent to which the model product can be used or applied in learning the Speaking for General Communication course on a large scale, or in the actual context. Based on the notes, suggestions, and findings in this large-scale trial, it can be concluded that the overall electronic module product is feasible to be used and applied in learning.

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