

DEVELOPING LEARNING MODULE AS SUPPLEMENTARY TEACHING MATERIAL FOR LEARNING ENGLISH

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Informasi Artikel	ABSTRACT
Submit: XX – XX – 2022 Diterima: XX – XX – 2022 Dipublikasikan: XX – XX – 2022	<p>The background of developing teaching materials for the 5th grade English module at SD Negeri 4 Ternyang is by looking at the existing problems through interviewing English teachers and distributing questionnaires to 24 students. The research was conducted due to the lack of learning media to distribute learning materials based on English teacher interviews. This study uses a research and development approach (Research and Development). The development procedure follows the Borg and Gall procedure which can be done more simply by involving 6 main steps. The results of the assessment of the material expert test obtained a score of 77% in the good category, the assessment results from the media expert test obtained a score of 86% in the very good category. Therefore the teaching materials for the English learning module in grade 5 are suitable for use in learning activities. The product resulting from this research will be better and more feasible as a learning resource if it is tested on students in the learning process so that data is obtained in the form of values in order to determine the level of student learning abilities.</p> <p>Keywords: learning module, English</p>

INTRODUCTION

Learning resource according to the Association for Educational Communication and Technology (AECT), is all source good in the form of data, people, and form certain that can used student in study , either separately or in combination so that it can make it easier to achieve learning goals (Amir Hamzah: 2019: 20) .

Learning resources can be in the form of: Messages: information, teaching materials, folklore, fairy tales, saga, and so on. People: teachers, instructors, students, experts, resource persons, community leaders, institutional leaders, career leaders and so on. Materials: books, transparencies, films, slides, pictures, graphics designed for learning, reliefs, temples, statues, comics, and so on. Tools/equipment: hardware, computers, radio, television, VCD/DVD, cameras, whiteboards, generators, machines, cars, motorcycles, electric tools, screwdrivers and so on. Approaches/methods/techniques: discussions, seminars, problem solving, simulations, games, workshops, casual conversations, discussions, debates, talk shows and the like. Environment: classrooms, studios, libraries, halls, friends, gardens, markets, shops, museums, offices and so on (Zaitun YAKherid, 2009: 7).

Educators need to create creative and innovative teaching materials that can be used to deliver learning materials to students. This learning condition requires teachers to be active and creative in managing, finding and selecting the most appropriate learning strategies to achieve learning objectives related to learning processes and outcomes.

Using the right teaching materials can increase interaction in the learning process so that students will not feel bored in learning. Teaching materials are presentation devices that contain learning messages, usually presented with the help of certain tools such as textbooks, modules, films or internet-based programs, and so on (Amir Hamzah, 2019: 19).

Various teaching materials used by teachers in the learning process are very diverse such as dictation, modules, teaching aids and so on. Modules are effective teaching aids to achieve learning objectives. The module is a form of teaching material that is packaged in a complete and systematic way, in which it contains a set of learning experiences that are planned and designed to help students master specific learning objectives (Nunuk Suryani, Achmad Setiawan, Aditin Putra, 2018: 9).

Modules are also used in English subjects in elementary schools. English lessons are lessons that must be given to students from elementary school to university levels that are adapted to the curriculum in Indonesia. It can be said that learning English is a must, because it is related to international relations cooperation, where English is an international language as a means of communication between countries . In fact, in academics, many students are still unable to communicate using English even though they have studied it since entering formal education.

Often the process of learning English is very boring, the material presented is not clear and confusing, sometimes the teacher makes mistakes in translating vocabulary, and it seems difficult and far from fun. Most teachers use textbooks as their guide in delivering material. However, there are some teachers who are having problems due to the lack of available books. Coupled with the teachers who do not have guidelines related to other appropriate books, and meet the standards to be used as learning materials in the classroom.

Even if there are many textbooks available at school that can be used, most of the books are not interesting for elementary school students. For example, there are too many writings in the book, the lack of interesting pictures, so that it inhibits or reduces students' motivation in the learning process. In the current curriculum, teachers have the freedom to use various methods and learning materials that can attract students' interest, attention, and creativity. One of the fun things to attract students' interest is through the media.

Researchers doing research on 24 fifth grade students of SD Negeri 4 Ternyang on March, 18 2022, is by looking at the existing problems through interviewing English teachers and distributing questionnaires to students. Interviews were used to analyze problems in the learning process, while questionnaires were used to analyze students' needs in learning English. The questionnaire for students and the result of teacher's interview can be seen in appendix 1. Then the second questionnaire can be seen in appendix 2 and 3 the questionnaire was used to collect data from material experts and media experts about the feasibility of the product being developed. Based on interview, it is found that English teachers who are not from the department of undergraduate English education have problems with the teaching materials used for the learning process. In learning the teacher uses student worksheet media. The teacher explained that during the lesson the teacher had difficulty in distributing and explaining the lesson. Finally, students also experience difficulties because student worksheet are non-interactive teaching materials so they tend to be used passively, without adequate understanding. Thus, the researcher argues that other teaching materials are needed that are specifically designed so that they can be studied by students independently and contain clear and influential learning objectives and materials in improving student learning outcomes.

Therefore, based on the description of the background, researchers are encouraged to conduct research and development *Developing Learning Module As Supplementary Teaching Material for Learning English for the fifth Graders of SD Negeri 4 Ternyang*.

RESEARCH METHOD

This study uses a research and development approach (Research and Development). The development procedure follows the Borg and Gall procedure which can be done more simply by involving 6 main steps, namely: 1) Research and data collection 2) Planning 3) Product development 4) Expert validation 5) Revision 6) Revised product. Researchers doing research on 24 fifth grade students of SD Negeri 4 Ternyang on March, 18 2022, is by looking at the existing problems through interviewing English teachers and distributing questionnaires to students. Interviews were used to analyze problems in the learning process, while questionnaires were used to analyze students' needs in learning English. This step is needed as a guide in designing English learning modules for grade 5. Data analysis was carried out to match the media developed with the problems of teachers and students. The next step is to develop the product. Researchers developed this step as a guide in designing appropriate media for learning grammar. Data analysis was carried out to match the media developed with the problems of teachers and students. The next step is to develop the product. The researcher developed an English learning module for grade 5. After developing the product, the next step was to validate the media expert and validate the material expert. Assessment of media expert validation and materials needed to revise the English learning module that has been developed by the

researcher. The last step the researcher took was to revise the product. Revisions are made in accordance with expert input. After the product revision, the product is ready to be implemented for learning. This is seen from the validation of the experts. However, the media was not tested on students due to the limited time available for researchers.

FINDING AND DISCUSSION

In this study (1) Finding needs analysis, (2) Finding about media and material development, (3) Finding expert validation. The following is the presentation in this research:

FINDING NEEDS ANALYSIS

Table 1. Finding needs analysis

Student questionnaire analysis findings
<p>1. - 3 out of 24 students chose a black and white picture. - 21 out of 24 students chose colorful pictures.</p> <p>2. 24 students think that picture books make it easier to learn.</p> <p>3. – 4 out of 24 students are more interested in doing practice questions while involving playing activities. - 3 out of 24 students are more interested in doing practice questions while involving creativity. - 17 out of 24 students are more interested in doing practice questions with clear instructions.</p> <p>4. - 3 out of 24 students are more interested in books with more pictures. - 7 out of 24 students are more interested in books with more explanations. - 14 out of 24 students are more interested in books with more explanations and pictures.</p> <p>5. – 13 out of 24 students think that with modules or textbooks students can do the exercises easily. - 11 out of 24 students think that with modules or textbooks students can do some of the work correctly.</p>

FINDING MEDIA DEVELOPMENT

The module cover design is designed according to the characteristics of elementary school students, namely cheerful and bright color choices make the module cover have a happy impression. Given a picture of one male student and one female student representing elementary school students. The module also providing QR code is used to make it easier for users to play audio on listening material. Scanned via a barcode scanner, the audio can already be played. With the availability of images, users can get an overview of the section and not only hear the audio being played or read the text, making it easier for users to understand the material. With exercise, it can be a strengthening material in understanding what has been learned in the material.




(Module Cover)



(QR Barcode)

LESSON 1 SCHOOL LIFE


A. LISTENING ACTIVITY
Listen and repeat



The classroom is big and clean




Open the book




The students are cleaning the classroom. They are going to school on foot




The student is reading the book. Tania is sweeping the floor



wall




bookshelf




classroom



broom



door



duster

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5. How many windows are there in the classroom? _____

6. How many boards are there in the classroom? _____


7. What are there on the right side of the wall? _____

8. Where is the two big beautiful flower? _____

9. What make the classroom beautiful? _____

10. Do the student love their school? _____

C. SPEAKING ACTIVITY
Practice these dialogues



Mays : Rahma, how is your classroom?
Rahma : My classroom is quite large. There four big windows.
Mays : Is it always clean?
Rahma : Of course, because we always clean it every day.

D. WRITING ACTIVITY
Rearrange the words into good sentences

1. blackboard - it - the - in - classroom - is - the

2. cleaning - the - students - are - everyday

3. English - the - are - studying - happily

4. is - big - the - classroom

5. an - the - chalk - is - table


3

REVIEW LESSON 1


I. Choose the correct answer by crossing (X) a, b, c, or d!




1. In the picture, What they doing?
A. They are going to school on foot.
B. They are cleaning the school.
C. They are studying at school.
D. They are sweeping the school.




2. Open the ... please!
A. Door B. book C. window D. gate



3. Please, throw the garbage in the ...
A. Desk B. locker C. bag D. dustbin



4. The teacher writes on the ...
A. Blackboard B. book C. notebook D. paper



5. The ... hangs on the wall.
A. Picture B. map C. broom D. duster

6. I ... a good student.
A. Am B. is C. are D. was

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3. NEW QUESTION / QUESTION BERSAMA
Yakni pertanyaan yang harus dijawab sesuai dengan apa yang ditanyakan dan tidak boleh dijawab dengan YES atau NO!
Contoh: What is the time in a class?
Answer: It is ten o'clock. The teacher is in kitchen.

Answer these following question!

1. What are you? _____

2. What is your mother? _____

3. Where is your school? _____

4. Where are you of school? _____

5. What time are you of school? _____

6. What subject are you of school? _____

7. Who is the man over there? _____

8. What book is this? _____

9. Why are you late? _____

10. How are you? _____

7. They ... of school every day.
A. are B. is C. are D. was

8. He ... his best friend.
A. are B. is C. are D. was

9. The cat ... on the table.
A. are B. is C. are D. was

10. The teacher ... walking in the hall.
A. are B. is C. are D. was

11. Answer these question correctly!

1. (-) Is she a different student?
(-) _____

2. Is a picture?
(-) _____

3. Are you on Indonesia or Europe? _____

4. What is your name? _____

5. Give the cat an table.
The correct answer is _____

12. True/False with English!

1. She is wearing head of long night. _____

2. The cat is on table. _____

3. A school clock is a notebook? _____

4. A school clock is a pencil sharpener? _____

5. Dishes are tables? _____

(Image Display)

(Exercise Display)

FINDING EXPERT VALIDATION

Media expert validation is carried out to determine the quality of the product developed so that it is feasible to use. On July 21, 2022 media validation was carried out by Mr. Jazuli, S.Pd, M.Pd. as a lecturer in the English education department at IKIP Budi Utomo. Material expert validation was carried out to ensure the feasibility of the English learning module product as supplementary teaching material. On July 22, 2022 material validation was carried out by Mrs. Endang S. Astuti, M.Pd. as a lecturer in the English education department at IKIP Budi Utomo. The assessment component based on the material expert validator scores 77% in the "good" category. Meanwhile, the assessment component based on the media expert validator scored 86% in the "very good" category. And the product is feasible to use because it has gone through the revision process.

DISCUSSION

According to the researchers, the modules that are the modules are curriculum based, suitable for children if the media has aspects such as suitability of the material with the scope of English learning, suitability of the media with the characteristics of students, increase students' interest in learning, increase student motivation, clarity of reading and writing materials, the material is easy to understand, completeness of materials with learning competencies, suitability of the material with the characteristics of elementary school students, training compatibility with material, media display attracts students' attention media preparation is easy for students to operate, suitability of the font on the media is clearly legible, appropriate image composition, can be used independently and guide.

While according to Dewi Rochatiningsih and wiranto (2022) the following was suggested by parents and teachers as a suitable module for children such as learning modules should be completed with examples of real-life applications, contained learning material and at explaining material concepts that the students should understand, there were learning objectives that were delivered so that the students were motivated and knew the reason for learning the module there was a question model which was useful for students to complete the exercise so that students could independently finish their tasks, there was an exercise that was useful for students to test their competence in solving problems easily the module was understandable and the language used was suitable for children and was completed with pictures to make the concept clearer the module was printed in full color with not too small font, compiled with interesting pictures and an attractive layout, there must be a video link, which could be scanned and studied by using other learning media to prevent boredom, the material in the learning module must certainly be adjusted to the school curriculum so that it strengthens learning in school, there should be character development which must be effective throughout the elementary school years.

module with very good category according to researcher, the module that has a 'very good' category, which has an assessment percentage of 80% - 100%. and the research module when it was validated to media experts received an 86% rating percentage so that it got the 'very good' category and was suitable for testing in the field. While according to other researchers Uyun Nafiah (2020) modules that have a 'very good' category have an assessment percentage of 76% - 100%. And this other research module when validated to media experts received a rating percentage of 77% so that it got the 'very appropriate' or 'very good' category and was suitable for testing in the field.

Quite a lot of similarities in the attractive module categories, suitable for children, and included in the 'very good' category of researchers and other researchers. Attractive modules from researchers and other researchers must have an attractive presentation of the presentation of images, fronts, and materials. as well as modules that are suitable for children, the presentation of pictures, fronts, and materials must be in accordance with the age of children (6-12 years). however, the researcher set the category of 'very good' module with a presentation range of 80%-100% while other researchers set a presentation range of 76%-100%.

The module is expected to provide satisfaction for teachers, especially if the level of success of students in understanding learning becomes better.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the product developed is a module for elementary schools in grade 5 which is used as additional teaching material for learning English. The module was developed for several reasons, such as English teachers who are not from the department of undergraduate English education having problems with the teaching materials used for the learning process and distributing learning materials. The developed product has been validated by material expert validators and media expert validators so that the feasibility of the product has been tested.

The assessment component based on the material expert validator scores 77% in the "good" category. Meanwhile, the assessment component based on the media expert validator scored 86% in the "very good" category. And the product is feasible to use because it has gone through the revision process.

From the explanation above, it can be concluded that the English learning module as an additional teaching material for learning English for elementary school grade 5 has been tested for feasibility and can be used in learning English for elementary school grade 5.

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