THE DEVELOPMENT OF INTERACTIVE ENGLISH MODULE FOR CLASS VIII AT MTS ANNUR BULULAWANG

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Abstract

The aim of this research is to develop interactive English modules which have been designed in a systematic and attractive manner by containing material, limitations and assessment methods. With this module, researchers hope to help English teachers at MTs An-Nur in the learning process so that they become more active and easy to achieve learning goals. According to observations made by researchers, a problem has been found, namely the lack of student literacy results in very little student interest in learning English. On the other hand students also have difficulty understanding it. The research method used in this article is research and development (R&D), a research approach to produce new products or improve existing products. In producing certain products, this research is a needs analysis using survey or qualitative methods. Each product produced also needs to be tested for product feasibility with experimental methods. In accordance with the results that have been carried out, the validation results obtained by the expert team are 91%. 81% student response, and 85% teacher response. With these results it can be concluded that the development of interactive modules for class VIII at MTs An-Nur Bululawang is declared valid and feasible to use.

**Keywords**: Learning Media; Interactive Englich Module; R&D Model

INTRODUCTION

Education is a very important human need to develop life. Thus education must really be meant to create quality human beings and have good character. One of the improvements in the quality of education is the need to improve the quality of learning. This effort is an effort to improve human quality, both in terms of personality, ability, and responsibility as citizens.(Sirate & Ramadhana, 2017). To achieve success in learning, it is necessary to have good and appropriate learning media. Learning media is a tool used to assist the learning process so that the teacher in conveying messages or information will be easily accepted by students. With learning media, learning activities in class will be increased and the goals of learning will be easily achieved(Nurrita, 2018). In addition, in using learning media, teachers must have the skills and be able to use the media appropriately. This is because each student has different characteristics – both the student's talents, skills, interests and learning styles. A teacher must be able to become a facilitator in classroom learning and also be able to choose suitable learning media according to the characteristics of each student being taught (Alwi, 2017). As happened at MTs An-Nur, according to observations made by researcher, at MTs An-Nur Bululawang Malang school, the lack of student literacy resulted in very little student interest in learning English. On the other hand students also find it difficult to understand the second language they are learning. Given these problems, the researcher tries to make an interactive English module that has been made as attractive as possible in the hope of increasing students' interest in learning. learn English. this is because it is difficult for students to understand the second language they are learning. With these problems, researchers try to make interactive English modules that have

been made as attractive as possible in the hope of increasing students' interest in learning English. One of the learning media is a module. Modules are programmed learning tools that are arranged in such a way and presented in an integrated, systemic and detailed manner. By studying module material, students are directed to find a goal through certain learning steps, because the module is a program package for learning. One module package contains components consisting of learning objectives, learning materials, learning methods, learning tools and resources as well as an evaluation system (Lestari, 2014). Regarding the development of interactive modules that were previously carried out by several researchers, including the Development of Class VIII Integrated Science Interactive Modules by Joko Kuswanto in 2009 with validation results considered good (Kuswanto, 2019) and Interactive Learning Media Design Of Civil Subjects For Deafable Persons Based On Multimedia by Yeni Pariatin and Yuda Zuliansa Ashari on 2014 with good results the media has fulfilled the desired concept. (Yeni Pariatin, 2014). In accordance with existing research, therefore the researchers here are trying to conduct research that is different from the research that has been above, namely about the development of interactive modules for English subjects for grade VIII which are carried out at MTs An-Nur Bululawang Malang school with the aim of continuing the research have done as indicated above. MTs An-Nur Bululawang Malang is a private school within the pesantren environment. The English module used in this school is not made by the teacher himself, so the competencies obtained are not in accordance with the needs of students. Therefore researcher are interested in researching and developing an English module at MTs An-Nur Bululawang school, especially class VIII with the title **"Development of Interactive English Module for Class VIII At MTs An-Nur Bululawang"** with the hope that later it can help achieve English learning goals.

METHOD

The research method used in this article is research and development (R&D). According to Sugiyono (2009: 407), research and development methods (R&D) are methods used to produce certain products, and test the activity of these products. This argument agrees with Sukmadinata (2008: 190), he argues that research and development is a research approach to produce new products or improve existing products. In producing a particular product, this research is needs analysis, namely using survey or qualitative methods. Every product that is produced, we also need to test the feasibility of the product with an experimental method. After the product has been tested and can be said to be feasible, it can be applied. Research and development aims to discover, develop and modify a product. Therefore, this research and development is longitudinal, namely in stages. With this research and development, it is hoped that later it will be able to find a model, pattern, system, procedure that is new and systematic. Especially in the field of education, through this research and development it is expected to improve the quality of education. Producing graduates who are qualified and can meet the existing needs. The resulting products are also expected to be useful for certain educational purposes such as teaching methods, learning media, modules, textbooks, competencies, competency test models, evaluation systems, teaching staff, production unit models, coaching models, management models, and others. In addition, the products produced can also be in the form of software or hardware such as textbooks, teaching modules, or other learning aids. Research and development is different from usual research which only produces suggestions to improve a certain thing. However, research and development resulted in a product that can be used immediately.(Sri, 2012).

The design of the learning module that has been developed is in accordance with the ADDIE development steps. According to (Tegeh & Kirna, 2013) opinion, ADDIE's steps are as follows.
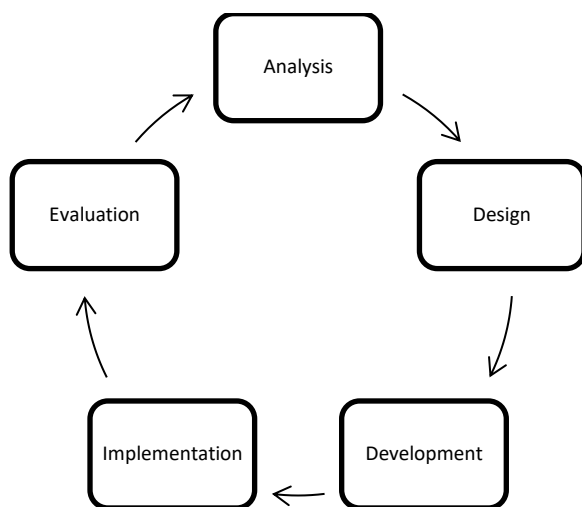
Picture 1. ADDIe's steps

Based on the research and development model approach used in making interactive English learning modules for class VIII MTs An-Nur with Greeting Card material is the ADDIe model, so in this development it must go through 5 stages, namely analysis (analyze), design (design), development (develop) , Implementation (implementation), and evaluation (evaluation).

Validation was carried out by experts by providing answers through questionnaires, aiming to test the feasibility of Malang local wisdom-based thematic learning companion modules as a result of product compatibility and content compatibility with the developed KI and KD. Answers were given by the validator through a questionnaire using a Likert scale. The assessment of the Likert scale criteria used consisted of four categories which were then analyzed by the researcher.

Table 1. Criteria answer of questionnaires

Score	Assesment Criteria
4	Strongly agree / very appropriate / very appropriate / very appropriate / very useful
3	Agree/appropriate/appropriate/appropriate/useful
2	Sufficiently agree/fairly appropriate/sufficiently appropriate/sufficiently useful
1	Disagree / less precise / less appropriate / less useful

The percentage obtained from expert validation on average for each component related to the thematic companion module developed, can be calculated as follows:

$$P = \frac{\sum x}{N} \times 100\%$$

Description:
P = the percentage obtained from each validator
$\sum x$ = the total score of each criterion obtained
N = maximum score

The achievement criteria in developing English learning modules are as follows:

Table 2. Criteria result calculations product

No.	Achievement (%)	Validity Level	Information
1	81,00-100,00%	Very valid	Can be used without revision
2	61,00-80,00%	Valid	Usable with minor revisions
3	41,00-60,00%	Quite valid	Can be used but needs to be revised quite a lot
4	21,00-40,00%	Not valid	Not feasible, needs a major revision
5	00,00-20,00%	Invalid	Not worth it, and needs to be revised very big

The data obtained for the feasibility value of Class VIII English learning modules is determined by a minimum score of 61% in the "valid" category and very valid if a score of 81% is obtained. Quantitative data analysis in the form of teacher and student questionnaires aims to determine the response and attractiveness of the Class VIII English learning module being developed and to find out whether the module developed by the researcher can understand the material well. The following is a Likert scale to provide teacher responses and student responses.

Table 3. Criteria answer of questionnaires teachers and students

Score	Assessment Criteria
4	Strongly agree / very appropriate / very appropriate / very appropriate / very useful
3	Agree/appropriate/appropriate/appropriate/useful
2	Sufficiently agree/fairly appropriate/sufficiently appropriate/sufficiently useful
1	Disagree / less precise / less appropriate / less useful

The assessment of student response questionnaires can be calculated as follows:

$$\text{Formula} = \frac{\text{total score obtained}}{\text{maximum score}} \times 100\%$$

After knowing the value of each student questionnaire, then the average value of the student questionnaire will be calculated, namely:

$$Rps \text{ mean} = \frac{Rps1 + Rps2 + \cdots + Rpsn}{n}$$

Desription :
Rps   = Student Response
n   = number of student questionnaires

The teacher's response questionnaire will be calculated using the formula:

$$\text{Teacher's response} = \frac{\text{total score obtained}}{\text{maximum score}} \times 100\%$$

Table 4. Description Score Range

No.	Achievement (%)	Qualification	Information
1	81-100%	Very good	Very interesting, very useful and easy to understand
2	61-80%	Well	Interesting, useful and easy to understand
3	41-60%	Pretty good	Quite interesting and quite easy to understand
4	21-40%	Not enough	Less interesting and a bit difficult to understand
5	0-20%	Very less	Unattractive and difficult to understand

RESULTS AND DISCUSSION

Results

Based on the research results obtained from the validation sheet of the Expert Team, it can be seen as follows:

Table 5. Questionnaires of validation

No	Aspect Assessment	Indicator Value	1	2	3	4
		Material Expert				
1	Content Eligibility	1. Conformity with SK, KD, and objectives				√
		2. The truth of the substance of learning material				√
		3. Usefulness to add insight				√
2	Language	4. Clarity of information				√
		5. Compliance with good and correct language rules (EYD)			√	
		6. Use language effectively and efficiently			√	
		7. The use of language according to the stage of student development			√	
3	Presentation	8. Clarity of goals to be achieved				√
		9. Table of contents and instructions for use are easy to learn				√
		10. Serving order				√
		11. Providing motivation and attraction				√
		12. The images presented support the clarity of the material				√
4	Grapichs	13. Use of font type and size				√
		14. Lay out and layout			√	
		15. Display design				√
		Media Expert				
5	Language	1. Readability			√	
		2. Clarity of information			√	
		3. Use language effectively and efficiently				√
		4. Compliance with good and correct language rules (EYD)			√	
		5. The use of language is in accordance with the stage of student development			√	
6	Presentation	6. Clarity of goals to be achieved			√	
		7. Table of contents and instructions for use are easy to learn			√	
		8. Serving order			√	
		9. Providing motivation and attraction			√	
		10. Completeness of information				√
7	Grapichs	11. Display design				√

			√
		12. The material for the contents of the module is not easily torn and tightly bound	√
		13. The cover illustration depicts the contents of the module	√
		14. Lay out and layout	√
		15. Use of font and font size	√
Language Expert			
8	Suitability	1. Spelling accuracy	√
		2. Grammar accuracy	√
		3. The vocabulary used is appropriate	√
9	Directness	4. The effectiveness of the sentence	√
		5. Clarity of instructions	√
		6. The question sentence is clear	√
		7. The terms of the sentence are clear	√
		8. Accuracy of sentence structure	√
10	Communicative	9. Using examples that are easy to understand	√
		10. Understanding of messages or information	√

Based on the table, the results of the validation results and suggestions from the validator are obtained for the interactive module learning media English chapter greeting cards for class VIII. Validation is a result of corrections by several experts regarding the product being developed. Previously the product has been done with the concept that we have designed. Then we submit it to 3 expert validators and it consists of 3 aspects. Among them are material experts, media experts, and language experts.

1) Results of validator's input and suggestions

After validating the material, media and language, we obtained several suggestions and input to make the product we have made better and suitable for use. There are suggestions and input as follows:

a) Material Expert

The material expert validation was carried out on May 15 2023, according to the material expert the product we made was good but it was recommended to tighten the layout so that the position is more efficient. In addition, it would be nice to add a mini dictionary at the back so that students can easily find the meaning of words that do not understand the meaning of the module itself without having to look for another dictionary. The revision results based on these suggestions can be seen in the following figure:

Picture 2. Result revision from material expert


Before   After
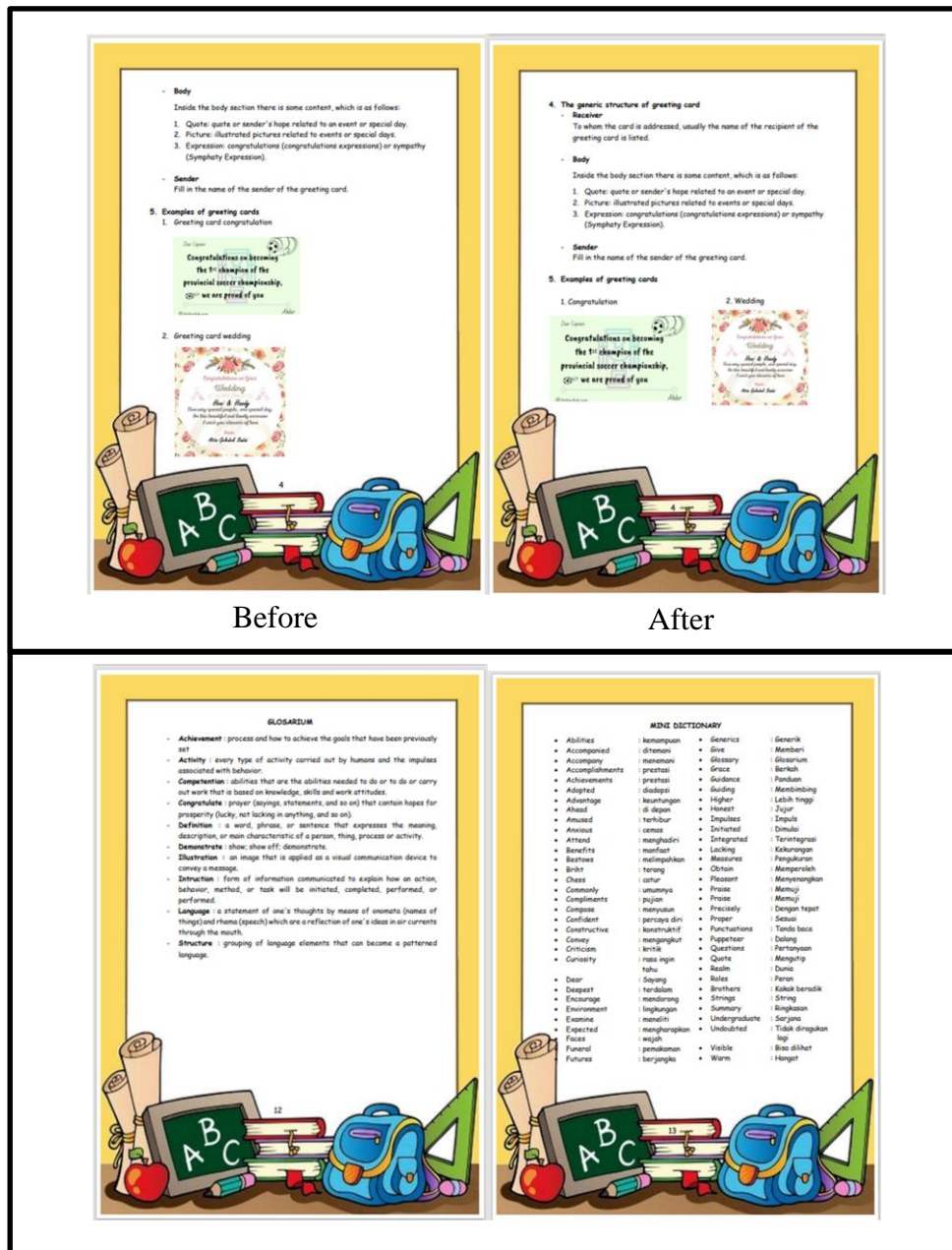
b) Media Expert

Media expert validation was carried out on May 15 2023, the resulting validation is that the product can already be used with several slight revisions, namely on the cover there is the word "class" the letter L does not use capital letters either, so it is less efficient.

In the individual and group assignments, it is necessary to have a description of the 5M so that the purpose of each question is clearer and also more interesting. In addition, it is necessary to have a history regarding greeting cards so that they can add insight to students who read them. The results of the revision are as follows:

Picture 3. Result revision from media expert

After

Before   After
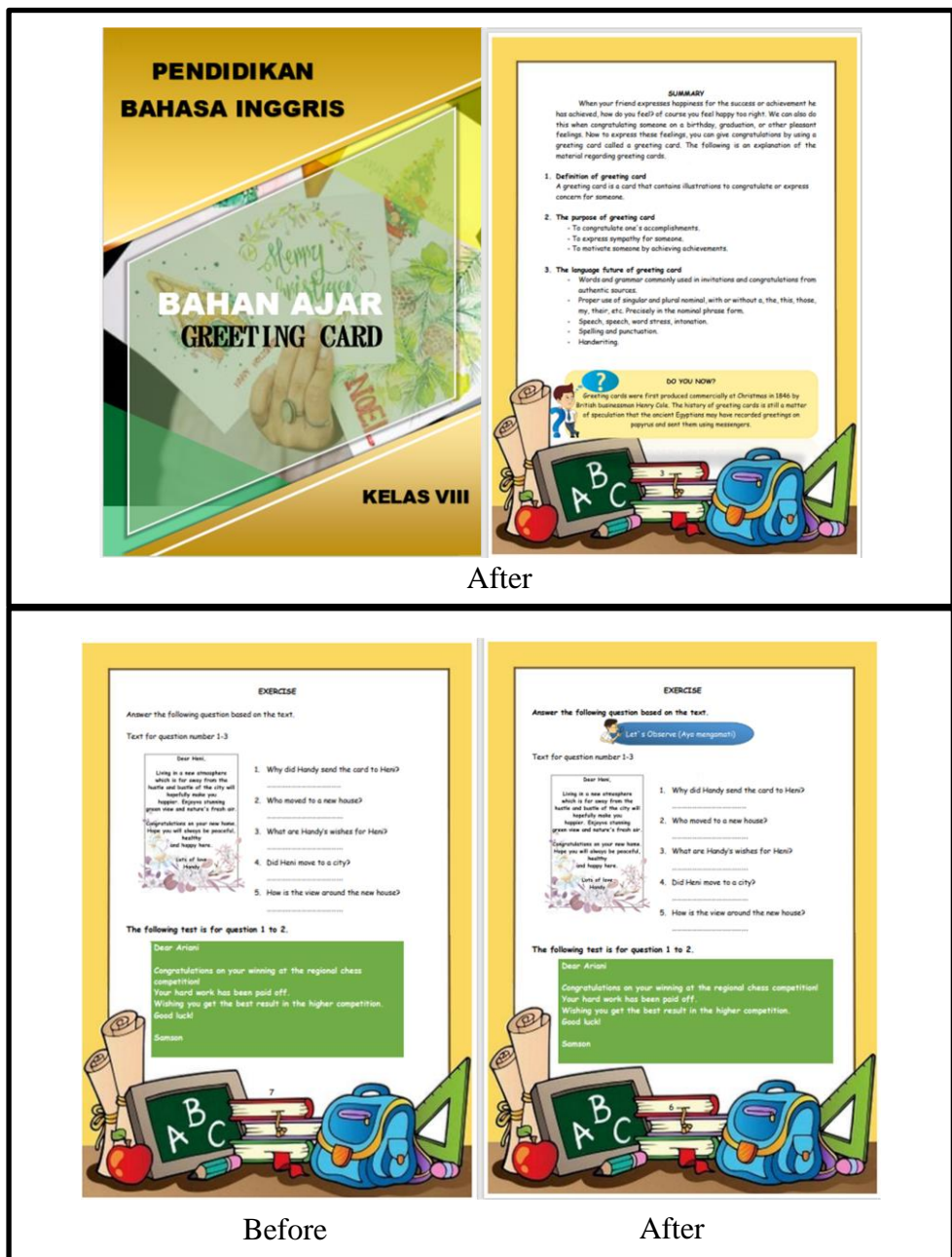
c) Linguists Expert

Linguist validation was carried out on May 8 2023, the resulting validation is that the product is good and can be used but because the greeting card chapter is identical to discussing a greeting card, it is necessary to produce a product in the form of a greeting card so that students can make it themselves and can also develop his writing skills. The results of these suggestions are as follows:

Picture 4. Result revision from linguist expert
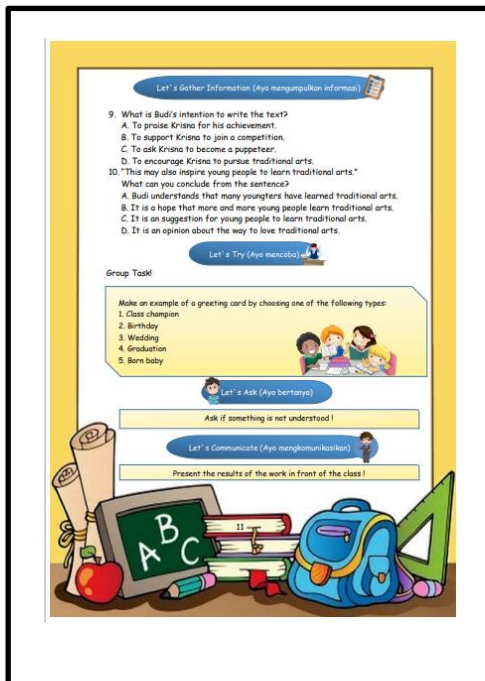
2) Student Responses to the Greeting Card Module
Based on the research results obtained from the student response questionnaire in the trial involving 22 students can be seen in the table below:

Table 6. Questionnaires students

No	Questions	Number of students who responded			
		1	2	3	4
1	I've seen this media in learning	-	-	4	18
2	The design makes me interested in answering questions	-	-	5	17
3	The use of this media makes it easier for me to understand the material	-	1	1	20
4	The use of this media makes me motivated to learn	-	-	6	16
5	The questions are easier for me to understand	-	-	2	20
6	I love the shapes, colors, pictures and writing	-	-	4	18
7	Learning with this media can train me to be more independent	-	-	5	17
8	This media is suitable for learning greeting cards	-	1	9	12
9	I am happy with this learning	-	-	2	20
10	This medium is easy for me to use	-	-	4	18

3) Teacher's Response to the Greeting Card Module
Based on the research results obtained from the teacher's questionnaire, it can be seen that the bell density is as follows:

Table 7. Questionnaires teachers

No	Questions	Number of students who responded			
		1	2	3	4
1	The view chosen for the interactive module design catches students' attention.	-	-	-	2
2	According to students, the pictures in the interactive module match the material presented	-	-	1	1
3	Instructions on the questions presented help students in answering questions.	-	-	1	1
4	Writing text in an interactive module makes it easier for students to read	-	-	-	2
5	The types of modules presented are very helpful for students in learning	-	-	-	2
6	The language in the interactive module is easy to understand	-	-	-	2
7	The combination of images and writing fonts in the interactive module is very interesting	-	-	-	2
8	Interactive modules can help students be more independent without asking too many questions	-	-	-	2
9	The questions given can support the achievement of material competence	-	-	-	2
10	Interactive modules are designed to facilitate students in ongoing learning	-	-	1	1

Data processing

a.) The results of the validation of the expert team on the interactive greeting card module product

The results of the percentage validation of interactive greeting card module products from 3 validators can be seen in the table below:

Table 8. Percentage validation

No	Aspect Assessment	Indicator	Score	Presentase
Material Expert				
1	Suitability	1. Conformity with SK, KD, and objectives	4	100%
		2. The truth of the substance of learning material	4	100%
		3. Usefulness to add insight	4	100%
2	Language	4. Clarity of information	4	100%
		5. Compliance with good and correct language rules (EYD)	3	75%
		6. Use language effectively and efficiently	3	75%
		7. The use of language according to the stage of student development	3	75%
3	Presentation	8. Clarity of goals to be achieved	4	100%
		9. Table of contents and instructions for use are easy to learn	4	100%
		10. Serving order	4	100%
		11. Providing motivation and attraction	4	100%
		12. The images presented support the clarity of the material	4	100%
4	Grapichs	13. Use of font type and size	4	100%
		14. Lay out	3	75%
		15. Display design	4	100%
		Amount		1400
		Average		93%
Media Expert				
5	Language	1. Readability	3	75%
		2. Clarity of information	3	75%
		3. Use language effectively and efficiently	4	100%
		4. Compliance with good and correct language rules (EYD)	3	75%
		5. The use of language is in accordance with the stage of student development	4	100%

6	Presentation	6. Clarity of goals to be achieved	3	75%
		7. Table of contents and instructions for use are easy to learn	3	75%
		8. Serving order	3	75%
		9. Providing motivation and attraction	3	75%
		10. Completeness of information	4	100%
7	Grapichs	11. Display design	4	100%
		12. The material for the contents of the module is not easily torn and tightly bound	4	100%
		13. The cover illustration depicts the contents of the module	4	100%
		14. Lay out and layout	4	100%
		15. Use of font and font size	4	100%
		Amount		1325
		Average		88%
		Language Expert		
8	Suitability	1. Spelling accuracy	4	100%
		2. Grammar accuracy	4	100%
		3. The vocabulary used is appropriate	4	100%
9	Directness	4. The effectiveness of the sentence	4	100%
		5. Clarity of instructions	4	100%
		6. The question sentence is clear	4	100%
		7. The terms of the sentence are clear	4	100%
		8. Accuracy of sentence structure	3	75%
10	Communicative	9. Using examples that are easy to understand	3	75%
		10. Understanding of messages or information	3	75%
		Amount		925
		Average		92%

From the data above it can be obtained that the average value of the 3 validated aspects is:

Average percentage : $\frac{93+88+92}{3} = 91\%$

b.) Student response to the interactive greeting card module product

The following is the percentage of class VIII A student responses to the interactive greeting card module product involving 22 students, namely as follows:

Table 9. Percentage response students

No	Questions	Number of students who responded			
		1	2	3	4
1	I've seen this media in learning	-	-	18	81
2	The design makes me interested in answering questions	-	-	22	76
3	The use of this media makes it easier for me to understand the material	-	4	4	89
4	The use of this media makes me motivated to learn	-	-	27	72
5	The questions are easier for me to understand	-	-	9	89
6	I love the shapes, colors, pictures and writing	-	-	18	81
7	Learning with this media can train me to be more independent	-	-	22	76
8	This media is suitable for learning greeting cards	-	4	18	76
9	I am happy with this learning	-	-	9	89
10	This medium is easy for me to use	-	-	18	81

		-	8	165	811
Amount		-	8	165	811
Average		-	3%	16%	81%

The data obtained from distributing the questionnaires was analyzed using the percentage formula, namely: $P = \frac{F}{N} \times 100\%$, from the results of this analysis, the average value is 81%.

c.) The teacher's response to the greeting card interactive module product

The following table shows the percentage of the teacher's response to the interactive greeting card product module:

Table 10. Percentage response teachers

No	Questions	Number of students who responded			
		1	2	3	4
1	The view chosen for the interactive module design catches students' attention.	-	-	-	100
2	According to students, the pictures in the interactive module match the material presented	-	-	50	50
3	Instructions on the questions presented help students in answering questions.	-	-	50	50
4	Writing text in an interactive module makes it easier for students to read	-	-	-	100
5	The types of modules presented are very helpful for students in learning	-	-	-	100
6	The language in the interactive module is easy to understand	-	-	-	100
7	The combination of images and writing fonts in the interactive module is very interesting	-	-	-	100
8	Interactive modules can help students be more independent without asking too many questions	-	-	-	100
9	The questions given can support the achievement of material competence	-	-	-	100
10	Interactive modules are designed to facilitate students in ongoing learning	-	-	50	50
	Amount	-	-	150	850
	Average	-	-	15%	85%

The data obtained from distributing the questionnaires were analyzed using the percentage formula, namely: $P = \frac{F}{N} \times 100\%$, from the results of the analysis an average value of 85% was obtained.

Data Interpretation

a.) Percentage Results of Interactive Greeting Card Module Product Revisions

From these results, during product validation, suggestions and criticisms were received from the expert team to make the interactive greeting card module product more perfect. The results of validating the presentation and processing of data can be seen in table 4.5. the average value of the validation results is 91%. The results have been consulted in table 3.1 with very

valid category results obtained. So it can be concluded that the interactive greeting card module product can be developed at MTs Annur Bululawang school, Malang

b.) Results of Student Responses to Interactive Greeting Card Module Products

The results of the percentage of student responses to the interactive greeting card module product are in table 1.11. it can be concluded that of the ten questions given in the form of a questionnaire, the answers are less agree (1) no, quite agree (2) as much as 3%, agree (3) as much as 16%, and totally agree (4) as much as 81%.

The results can be consulted in table 1.11. obtained with data that strongly agree, so with this it can be said that the student responses of MTs Annur Bululawang, Malang strongly agree with the interactive greeting card module product in the learning process.

c.) The Results of The Teacher's Response to The Interactive Greeting Card Module Product

The results of the analysis of teacher responses that have been obtained from the research results can be seen in table 1.12. In this table, the answers to the criteria for strongly agree (4) are 85%, agree (3) are 15%, quite agree (2) do not exist, and disagree (1) also do not exist. According to these results, it can be concluded that the interactive greeting card module product can be developed at MTs Annur Bululawang, Malang.

In accordance with the results of the research that has been obtained above that the validation from experts shows very valid criteria with a percentage value of 91%. In the student response questionannaries it showed that 81% of the answers strongly agreed, and also the results of the teacher's response were 85% with answers that strongly agreed. With these results it can be concluded that the product of the interactive greeting card module is suitable for use in learning English for class VIII.

Discussion

This research is a type of development research or commonly called R&D (Research and Development), namely research that produces a particular product. According to Gay, Mills, and Airasian revealed that the main purpose of research and development in the field of education is not to formulate or test theories, but to develop more effective products for use in schools (Emzir, 2014). In the research that the researchers have done is about the development of learning media in the form of interactive English modules for class VIII chapter greeting cards at MTs An-Nur Bululawang Malang. The steps (R&D) include several stages, namely analysis, design, development, implementation, and evaluation. At the analysis stage, the researcher conducted an analysis of class data, the development of English at MTs An-Nur Bululawang Malang, the material that was appropriate to be used as module material, as well as the learning process that was carried out everyday. The analysis that the researchers did included observing and interviewing related parties. After getting the research material, start to do a design that is in accordance with the object of learning, namely class VIII MTs. The design that the researcher has developed is expected to foster students' interest in English and to prefer learning English. After the design is formed, the researcher develops the product by first validating three validators including material experts, media experts, and language experts. The researcher gave a questionnaire as an assessment sheet which was filled in by the validator. The main purpose of this validation is to receive suggestions and criticisms about the products that researchers have made. With this the researcher knows which parts need to be developed so that they become better and truly feasible to use. The next stage is implementation, after the product has been revised as suggested by the validator, the researcher implements the product in class VIII A students at MTs An-Nur Bululawang, Malang. This implementation phase was carried out on June 29 2023 assisted by the English teacher there. After the implementation was done, the researcher gave several questionnaires to the students.

The questionnaire sheet is a tool used to collect information by submitting several questions or written statements to answer in writing also by the respondent (S. Margoo, 2010). This questionnaire sheet is used to find out the responses of students and teachers regarding the products that the researchers have made. The trial was carried out on 22 students of MTs An-Nur Bululawang, Malang.

CONCLUSION

After the researcher explains or describes the research entitled Development Of Interactive English Module For Class VIII At MTs An-Nur Bululawang, it can be concluded that:

The process of making and developing learning media in the form of interactive English modules for class VIII chapter greeting cards uses the ADDie method by going through several stages, namely analysis, design, development, implementation, and evaluation.

Based on the results of the average percentage validation by 3 experts on the interactive greeting card module product, 91% is included in the valid category. And the results of the percentage of responses given by students strongly agree as much as 81% of teacher responses with a percentage of strongly agreeing as much as 85%. Thus the product of the interactive greeting card module is suitable for use in learning English for class VIII at MTs An-Nur Bululawang, Malang.

ACKNOWLEDGMENTS

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