

DEVELOPING ENGLISH MODULE FOR THE SEVENTH GRADE STUDENTS OF WALIMANIS INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL

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Keywords:

English Module,
Research And
Development, English
Material

ABSTRACT

The objectives of this research are to design of the English module for seventh grade at Walimanis integrated Islamic junior high school and to know the students' responses to the English module for seventh grade at Walimanis integrated Islamic junior high school. This module is designed to help the students in understanding the existing material individually. This study is being conducted using a research and development (R&D) approach. The participants were junior high school students from Walimanis who were in seventh grade. In an effort to accomplish the goals, the ADDIE model was utilized. The data was collected through questionnaires. It aimed to know the expert's judgment about the module and to know the students' responses. The design of this module is made up of the front cover, back cover, introductory word, content list, basic competence, summary, tasks, exercise, and library list. Based on the result of students' responses the mean score is 3.65, the acceptability 91%. It is in "high" categories. The result of English teacher' responses is in "high" categories as well, the acceptability rate in the range of score with $3,50 < X \leq 3.74$ with percentage of 84%-92% have good categories. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module.

INTRODUCTION

A creative and innovative teacher will help the learners build up their spirit and skills by considering their different situations with what is really suitable as their contextual condition. Moreover, in Law No.20 of 2013, it states that: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed for him, society, nation, and country" (Adel Azar , and, 2011).

One of the factors for developing and encouraging the learners' competence comes from the quality of their English teaching materials. To confer, they have to explain and prepare a teaching plan in a sustainable phase that needs many preferences taken from the textbooks. To support this major aspect of teaching, creating English modules has to be taken into account by those teachers who teach English as a subject. A Module is one of the teaching materials that can be used. Suprawoto said a module is a learning source that is arranged systematically, contains learning material, learning objectives based on basic competencies, and provides opportunities for

students to test themselves through the exercises presented in the module (Rohmah, 2015). Modifying the English module for the learners' learning materials based on what they need is important. Furthermore, the textbook should take into account what learners truly require (Young, 2011).

Walimanis integrated Islamic junior high school is a school that has only been established for more than 2 years. This school is located in Palu City, Tinombo Village. Books of teaching materials used in this school can only be understood by teachers. The textbooks used also do not use varied colors or pictures. The only color in the book is on the cover. The color of the contents of the written material uses only one color, namely black (Mukundan et al., 2011).

Based on the initial observation, the researcher found that the students experienced difficulties in understanding the book used by the teacher (Roza Anggraini et al., 2019). In the open interview, the researcher asked the student what things were difficult for them. The students answered that the book being used does not contain a clear explanation of each material presented in each chapter. The book can only be understood by the teacher.

METHOD

The research method used in this study was research and development (R&D). This research conducted to design a student module for the seventh class of Walimanis Integrated Islamic Junior High School. Research and Development (R&D) is one of the research designs that aims to develop and validate products. This research used the Addie model in finishing the step of development of the module. According to Morrison, the Addie model is the framework most widely used by instructional designers. It has flexible guidelines which assist instructional designers in building effective support tools (Magliaro & Shambaugh, 2006).

RESULTS

The identification of problems in this study was done through the analysis of needs in the junior high school. data obtained by means of an interview with an English teacher in class VII, an interview with students, and direct observation. Based on interviews, it was determined that the teaching materials used were only the main package books that still used the issues contained in the main book and the conventional learning model (Palupi, 2017).

The material presented is always in the form of dialogue, so what is to be communicated from the material is less understood by the student. Sources of material taken using books that have explanations related to class VII material. The initial design of this module is made up of the front cover, back cover, introductory word, content list, basic competence, summary, tasks, exercise, and library list. The modules that have been created, are subsequently validated by the validators given to them (Saputri, 2018). The validator selected is an experienced MTs English teacher who clearly understands the English language material of class VII. The validation module is as follows:

Table 1. Ratio Mean Score Unit 1-6

No	Unit	Mean	Categories
1	Unit 1	3.54	Good
2	Unit 2	3.50	Good
3	Unit 3	3,54	Good
4	Unit 4	3,54	Good
5	Unit 5	3,57	Good
6	Unit 6	3,54	Good
	Mean	3,54	Good

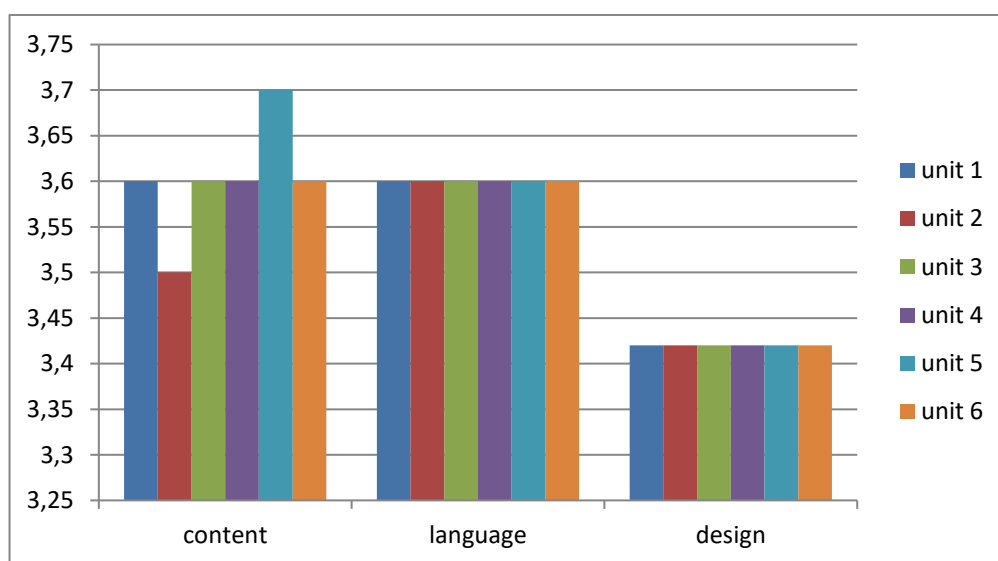


Figure 1. Result Of Unit 1-6

Based on the result of mean score of unit one, unit two, unit three, unit four, unit five, unit six were appropriate materials for seventh grade students of Walimanis.

The result of students' responses after implementing the modul is presented below:

Table 2. students' responses

Item	Students								
	1	2	3	4	5	6	7	8	9
1	4	4	4	4	4	4	4	4	4
2	4	3	3	4	4	4	4	3	4
3	3	3	3	4	3	4	3	3	4
4	3	4	4	4	3	3	4	4	4
5	4	3	4	4	4	3	4	3	3

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6	3	3	4	3	4	3	4	4	3
7	3	4	4	3	4	4	3	4	4
8	4	4	3	4	3	4	3	3	3
9	4	4	3	4	3	3	4	4	4
10	4	3	3	4	3	4	4	3	4
11	4	4	4	3	3	4	3	4	4
12	4	4	3	4	4	4	4	4	3
13	3	3	4	4	3	4	4	3	3
14	3	4	3	4	4	4	4	4	4
15	4	4	4	4	4	3	3	4	4
16	4	4	4	4	4	4	3	4	4
17	4	4	3	4	4	4	3	4	4
18	4	4	4	3	3	4	4	3	3
19	4	3	4	4	4	3	4	3	4
20	3	4	4	3	4	4	3	4	4
Mean	3,65	3,65	3,6	3,75	3,6	3,7	3,6	3,6	3,7
Acceptability	91%	91%	90%	93%	90%	92%	90%	90%	92%
Categories	High	High	High	Very high	High	High	High	High	High
All score	Mean: 3,65 Acceptability: 91% Categories: high								

Based on the result of students' responses the mean score is 3.65, the acceptability 91%. It is in "high" categories. The result of English teacher' responses is in "high" categories as well. As describe in previous chapter, the acceptability rate in the range of score with $3,50 < X \leq 3,74$ with percentage of 84%-92% have good categories (Fitriyah, 2018).

DISCUSSION

From the result of expert judgment, the mean score of unit 1 (3.54) was categorized "good" the mean score of unit 2 (3.50) was categorized "good", unit 3 (3.54) was categorized "good", unit 4 (3.54) was categorized "good", unit 5 (3.57) was categorized "good" and unit 6 (3.54) was categorized "good". In accordance with the previous chapter, the mean score of all scores was 3.54, which was in the range $3,50 < X \leq 3,74$ and categorized as "good". It could be concluded that the module was appropriate material for the seventh grade of Walimanis.

At the time of the validation, experts found that writing in modules should be given more attention. There are some grammatical errors that the researchers are unaware of. Expert validation also advises paying attention to the writing arrangement to make it look more systematic. According to the material expert, the author was asked to use the English language in the explanatory section of the material and the exercises because, at the time, the author had not revised the Indonesian language mixed in the material explanation section (Darmayenti et al., 2021).

The implementation stage of the module is carried out with seventh-grade students. The test received a positive response from the students; they were immediately interested in the presence

of this module, as at the time of observation, the researchers had told the students that a book would be produced that could help them understand the English language material. The positive response assessment of students, in addition to the information obtained from the lift at the time of the test, has shown that these modules can help them learn. According to English language teachers at the school, this module is very interesting and helps students understand the core material of each chapter. The teacher also thanked her because, with this module, students can be more enthusiastic about learning English.

Based on student test results, this seventh-grade English module meets good criteria, with a qualifying 91%. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module in English (UMAJJAH, 2017).

According to (Zhou & Brown, 2015), The benefits of using a variety of sources in the classroom include the following: a) a single course book is unable to meet the diverse needs of the students; b) the teacher is able to tailor each lesson to meet the needs of the students; and c) students have a significant influence over the topics and materials they work with. This allows teacher and learners to negotiate the syllabus during the course, d) Teachers have the opportunity to utilize their professional skills, such as lesson planning, activity modification, and multi-level teaching in one class, more effectively. e) It is challenging to locate a suitable textbook because of the conditions in which the course is taught. One teacher focuses on reading, another on writing, and so on because of the division of labor in the classroom.

Despite the aforementioned drawbacks, this module was very beneficial for students because English teachers could employ a variety of learning resources with their pupils. This indicates that the English teacher used both this module and the English textbook. In addition to textbooks and student worksheets, the instructor should use a range of materials when teaching English to the pupils. The importance of building modules as one of the materials sources for teaching English can be attributed to a number of factors.

Despite the fact that the researcher carried out this investigation correctly and in accordance with the plan, it nevertheless has limits. The research was limited in that this module was only completed up until it was accepted by the validators. Then, this research was exclusively presented to walimanis ingrated Islamic junior high school of seventh grade students. Additionally, the researcher figured out how to create the R&D version of ADDIE.

CONCLUSION

Seventh-grade English modules have been developed with the ADDIE model, which covers the stages of analysis, design, implementation, and evaluation. The resulting modules obtain results from experts with good interpretation criteria. English modules in the seventh grade obtain a percentage value of the responses of the students and obtain results with very interesting interpretations. The teacher's response was very positive.

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