Developing Interactive Instructional Modules for Core Principles of English Language Teaching

Achmad Taqlidul Chair Fachruddin[1*]

[1]Sekolah Tinggi Agama Islam Negeri Majene, Indonesia
*Correspondence: achmadtaqlidulchair@stainmajene.ac.id

ABSTRACT

This research aims to develop instuctional modul of core principles of EFL Material dealing with English Education Program curriculum at Tarbiyah and Teacher Traning Faculty of STAIN Majene. This research conducted a Research and Development (R&D) by using ADDIE Model. The subject of this research was core principles of EFL Material dealing with English Education Program curriculum of Tadris Bahasa Inggris STAIN Majene. The data of this research were collected and analyzed in proccess of development through   Model.The result of the research reveal that the the developing of core principles in ELT class was needed by student. The ADDIE Model can really help the lecturer to develope material for teaching. This research has been trying to develop Core Principle of English Langue Teaching materials in the STAIN Majene which consists of Language Components in English Language Teaching; Methods and Approaches in Language Teaching; and Evaluation and Assessment on Language Teaching which divided into some subtopics which are Language Components covering Elements of Language and Language Skills, then Methods and Approaches in Language Teaching covering The Development of Methods and Approaches of Language Teaching in the world; Kinds of Methods and Approaches in Language Teaching; and Current Methods and Approach in Language Teaching. Evaluation and Assessment on Language Teaching covering The Introduction of Measurement in Language Teaching; and Constructing Evaluation and Assessment Tools in Language Teaching.

1. Introduction

Wright (1986) stated that one of the most challenging teaching jobs at the university is providing effective instruction in introductory-level courses. Students should have prior knowledge in the earliest stages of their primary courses. Nevertheless, students' prior knowledge of fundamental educational concepts is frequently lacking. Learners must establish a well-organized and thorough understanding of the topic in order to develop expertise in the field of education, which consists of knowledge of the key concept and general principle of education, particularly in teaching, as well as awareness of a contextual condition in which knowledge is advantageous. Cook (2006) associating new and fresh concepts and ideas with prior experience and knowledge is a critical step in developing expertise.

Students nowadays also faced difficult circumstances in enrolling in the class effectively. This is caused by the pandemic covid-19 situation that forcing the student to stay at home and to perform a self-regulated learning. The situation also affects the way a teacher or lecturer in presenting the knowledge that is needed by the student. The learning and teaching process in the pandemic covid-19 situation is forcing to change over classroom face to-face course into online or distance learning. The ability to provide an interactive learning and teaching process becomes a requirement for teachers to keep the process of transfer knowledge well-organized and practiced.

To avoid unsufficient time in covering all basic concept material in one course that students enrolled in reguler class meeting or to evade students boredom and disengagement, teachers should provide an interesting out-of-class supplementary instruction. This is to ensure accurate and active prior knowledge which benefit for students and teachers (Moradi et al., 2018). Academic assistance, supplementary Instruction model, has provided students a supportive and cooperative learning environment to master content of knowledge in one course (O'Malley, 2014). Some factors that

needed in the use of suplementary instruction to develope students' knowledge are faculty involvement, technology, multiculturalism, and mentorship.

The first component of self-regulated learning is cognition, which includes the skills and habits needed to encode, memorize, and recall information as well as think critically; the second component is meta-cognition, which includes abilities to comprehend and monitor one's own cognitive processes. Finally, the motivation component highlights the ideas and attitudes that impact how cognitive and metacognitive skills are used and developed (Shuy, 2020)

The three stages of the self-regulated learning process are: (1) forethought, in which learners situate themselves to the activity, set goals, and organize learning activities; (2) performance, in which learners monitor errors and progress during task execution; and (3) reflection, in which learners evaluate their accomplishments and consider next steps. (Dignath & Veenman, 2021).

According to Prastowo (2015) module can be defined as a teaching material that is arranged systematically with a language that is easily understood by students according to their level of knowledge and age so that they can learn independently with minimal assistance/guidance from educators.

Smaldino, Sharon and Russell (2012) stated that modules are teaching materials that are arranged systematically, with language that is easily understood by students according to their level of knowledge and age, so that students, in this case, are students able to learn independently. Modules must also be made using language that is appropriate to the age level of students who use it.

Gagne (2005) stated that instruction is a purposeful activity, that is, it is a means to an end. The ends are often described as the goals or objectives of instruction. These terms have different meanings in different contexts, but goals are generally understood to be broad statements of desirable outcomes, and objectives are more specific

2. Method

This study conduct a Research and Development (R&D) by using ADDIE Model. It was known as one of models in development research of the development of teaching materials (Tegeh & Kirna, 2013). ADDIE model was an acronym which stands for Analysis, Design, Development, Implementation, and Evaluation.
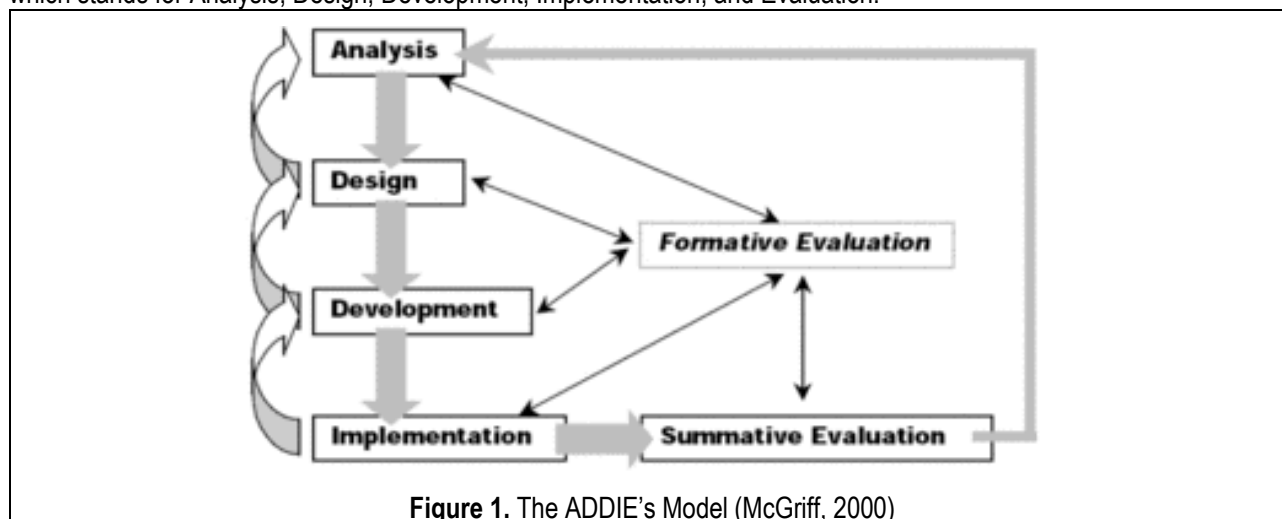

Figure 1. The ADDIE's Model (McGriff, 2000)

2.1. Development Models

The procedures in developing dealt with ADDIE model which provided five phases;

Analysis

In analysis phase, the researcher analysed what students' in English Education Program need to know about English Language Teaching. The analysing was also based on the curriculum applied in English Education Program. Thus, the researcher identified the EFL principles materials and related to the curriculum. Next, the researcher consulted with the lectures to get more information about materials being developed dealing with English Education Program curriculum. Finally, the researcher considered time line needed in this research. This phase was the most particular phase in ADDIE model because it was the basic for other phases of this model.

Design

In this phase, the researcher designed core principles materials for English Education program students dealing with curriculum which implemented in faculty. First, the researcher made the systematic blueprint of the organization materials, learning materials, and contents. Second, the researcher looked for several sources as the guidance for designing English material which was relevant with the the sequences core principles that students should know and understand as basic competences to be an EFL teacher.

Development

In this phase, the blueprint designed in the previous phase was developed in this phase. There were some steps for finishing this phase. First, the researcher developed lesson plan in blueprint based on the 3.5 and 4.6 competences at 2013 curriculum. Second, the researcher selected the way which was appropriate with learners' need and the researcher fitted scientific approach and learning methods in the 2013 curriculum to support learning objectives and materials. Third, the researcher developed the previous materials on the syllabus and produced the materials innovatively about the names and the number of animals, thing, and public buildings materials dealing with curriculum 2013 objectives of the course. Then, the researcher organizes the English materials systematically. After that, the researcher validated the product to the experts to make sure whether the product was appropriate to the learners' needs as well as the goals and objectivities of the course or not. Last, the final product was ready to be implemented in trying out.

Implementation

This phase dealt with trying-out the product. In this case, the product was not implemented in the real learning and teaching by the researcher but it was only to measure the appropriateness of the product based on the students' need by conducting trying-out. This phase also aimed to know whether the product had fulfilled the objectives of course or not. If not, the product had to be revised on the basis of the data gathered from the implementation of trying out.

Evaluation

This phase was designed to measure the rate of quality of the materials as being implemented. It measured the appropriateness of the developing materials. In this evaluation, two experts were involved to check the quality of the product. They were the expert in the content of the course and one of the experts in instructional design.

There were two types of evaluation. They were formative and Summative evaluation. Formative evaluation was ongoing during and between phases. Beside that, it accumulated all notes and comments from the experts, whereas summative evaluation dealt with the final evaluation of developed materials. The researcher concluded the result of final product. It occurred after the final of materials will be implemented in trying-out the product. The data were gathered through questionnaires and rubric for experts' judgment.

3. Result and Discussion

3.1. The result of Needs Analysis

a. The result of need analysis of materials based on the syllabus

The result of needs analysis based on the materials in the 2018 of English Education Department's curriculum were expected to the students to have understanding, comprehension and capability of Methods and Approach in English Language Teaching, Language Compenent of English Language Teaching, and Assessment and Evaluatioan of English Language Teaching materials appropriate with student's need. The core topics had been designed into subtopics which were appropriate with the amount of meeting in a semester. In other words, materials of Methods and Approach in English Language Teaching, Language Compenent of English Language Teaching, and Assessment and Evaluatioan of English Language Teaching were developed in several subtopics. Beside that, content materials had a core skill and it was integrated one another in flows of material that the writer arranged systematically. Likewise, learning activities dealt with scientific approach included scintific approach, problems based approach, collecting information, associating, and communicating. Last, the writer developed the learning instructions referring to the type of activities consisted of the need of the student and the appropriatness with the department curriculum. These materials were developed in order to provide suitable materials for the student in English Education Department.

b. The result of need analysing of Expert judgment

In the result of analysing the product, the expert was satisfied to the research. The experts stated that it was attractive and looked clear and interesting to the learners. About the organization of materials, expert stated that the organization of materials was organized attractively and the form of units was appropriate. Also, the materials seemed well-organized in logically ordered tasks. Then, the expert revealed that the instructional objectives were clear and understandable. Beside that, it was appropriate and reflected to the topic/subtopic.

The expert stated for the content of the materials that it was clear, appropriate, and understandable. Then, the content of the materials match with the goals of the course, the focus of the course, and also match with the 2013 Curriculum, students' need, and interest. Besides that, the content of materials was well-designed and still up-to-date

3.2. The Result of Designing the Blueprint

As stated previously, the core principles of English Language Testing referred to three topics which are Language Components; Methods and Approaches in Language Teaching; and Evaluation and Assessment on Language Teaching. Language Components covering Elements of Language and Language Skills, then Methods and Approaches in Language Teaching covering The Development of Methods and Approaches of Language Teaching in the world; Kinds of Methods and Approaches in Language Teaching; and Current Methods and Approach in Language Teaching. Evaluation and Assessment on Language Teaching covering The Introduction of Measurement in Language Teaching; and Constructing Evaluation and Assessment Tools in Language Teaching. Then, those topics were divided into fourteen meetings in other to meet the amount the meeting in each semester. This was consulted to the expert in order to obtain information whether it should be revised or not. The expert suggested to give more evaluation to measure students understanding on each subtopics and the kind of test given is better a case study to each topics; and it is also suggested to apply the flow of materials as steps to make easy both teacher and students in understanding the content of material. Besides that, the expert stated that scientific approach covering observing, questioning, collecting information, associating, and communicating the idea became the existing objective to arrange the related topic and by adding learning instruction included type of activity and amount of activity as additional items was good in arranging the materials for developing phase. Therefore, designing of blueprint was valid in the third revision.

3.3. The Result of Developing Materials

One expert was involved to analyze the result of the research. The expert stated that all items in the product were proper and good to be used. There were three aspects analysed; content materials, description of materials, and the appropriateness of the materials.

a) The result showed that the result of the research was appropriate with the curriculum and its basic competencies. The description column was that;

1) The content of materials was interactive between teacher and students in learning activities and it also implicated with core competencies of Methods and Approach in ELT.

2) The content of materials described the appropriateness with basic competence from core competencies was completed with definitions of the core materials, examples of the materials, case study of the materials.

3) The content of materials described the appropriateness with basic competence from core competencies conducted scientific approach activities covered observing, questioning, collecting information, associating, and communicating.

4) Every content of materials described the good indicator for achieved materials.

b) The broadness, the deepness, the accurateness of learning materials in every meeting of the result of the research.

1) The content of materials described the broadness, the deepness, the accurateness of learning materials with basic competence from core competence.

2) The content of materials described the appropriateness materials with the current context. It was raised based on the student need and still up-to-date.

3) The content of materials described the accurateness concept related to the topic and subtopic.

c) Showing the example of learning materials (factual, conceptual, and procedural knowledge) of the result of the research.

   1) The content of materials described the example of factual knowledge.

   2) The content of materials described the example of conceptual knowledge such as systematic materials, notes, and language focusing with meterials.

   3) The content of materials described the example of procedural knowledge.

d) The properness of activities learning in every meeting of the result of the research.

   1) The content of materials described the steps of achieving the basic competence from core competence.

   2) The content of materials described the steps of learning activities using one of the learning model like scintefic learning, discovery learning, project-based learning, and problem-based learning.

3.4. The Result of Implementing the Research

The third semester of English Education Department students were involved in the implementing the research. The implementation was done by the lecture and involved the researcher as observer. There are three activities in the implementation covering introduction activities, core activities, and closing activities that each of activities have aspect that seen.

a. Introduction Activities

Based on the result of the product implementing in the research, the data showed that the research had been related to the current learning materials with the learners' learning experience before. The teacher asked the challenging question, delivered the benefits of learning materials, and demonstrated something related to the topisc. The data saw that the lecturer had delivered to the learners about the the core principle of ELT in term of Methods and Approach in ELT and competences that learners had to be achieved. In addition, the teachers had delivered the plans of activities.

b. Core Activities

In Mastery of Learning Materials, the data showed that the result of this result became the secondary source to increase the ability to adapt materials to the learning focuses, the ability to relate the materials to the other relevant knowledge, science, and technology development, and real life. Again, the result of this research presented a discussion with appropriate learning materials and presented the material in a systematic (easy to the difficult, from the concrete to the abstract), and also presented the flow of skill (in the blueprint).

In Aspect of Application of Learning Strategies Educating, the data saw that learning strategies in the result of the research had conduct the learning according to the competences achieved, facilitated the activities which contained exploration, elaboration, and confirmation component, conducted the learning systematically, and master the classes. In addition, applying the learning strategies of the result of the research, it implemented the contextual learning, enabled the growth of positive habit, and conduct the learning according to the planned time allocation.

In aspect of application of the Scientific Approach, the data showed the teacher through questioning session of the result of the research that it enabled to leave the question of why and how, encouraged the learners to ask, facilitated the learners to try, facilitated the learners to observe, facilitated the learners to analyze, and provided the learner questions to reason like logical thought processing and systematically. Also, it presented the activities to the learners to communicate in communication.

In aspect of engaging the learners in learning, the results of the data saw that the learners were encouraged to participate actively through the interaction of lecturer, learners, and learning resources, the learners responded positively in participation of the class, the learners seemed an open attitude toward learner responses, they showed the conducive interpersonal relationship, and this engaging also boosted the cheerfulness and enthusiasm of the learners in learning.

c. Closing Activities

Aspect of these activities was the closing learning. In the data, the researcher saw that the lecturer conducted a reflection and made a summary by involving the learners. In addition, the teacher instructed the learner by following-up to provide direction of activities.

3.5. The Result of Evaluation the Research

In this evaluation, expert was involved to check the quality of the product. It also measured the appropriateness of the product. In analysing phase, the expert suggested the researcher to revise twice. The expert gave the writer suggestion to revise the blueprint. The writer revised four times the blueprint till it produced three main topics and some subtopics.

Then, the researcher developed the materials twice and the expert said that the product was ready to be implemented. In the field, the lecturer who implemented the product was observed by the researcher as observer. The lectures stated that the product was good and well-designed to be learnt because it was appropriate with the students' need in the field.

4. Conclusion

Since this study has been trying to develop Core Principle of English Languge Teaching materials in the STAIN Majene which consists of Language Components in English Language Teaching; Methods and Approaches in Language Teaching; and Evaluation and Assessment on Language Teaching which divided into some subtopics which are Language Components covering Elements of Language and Language Skills, then Methods and Approaches in Language Teaching covering The Development of Methods and Approaches of Language Teaching in the world; Kinds of Methods and Approaches in Language Teaching; and Current Methods and Approach in Language Teaching. Evaluation and Assessment on Language Teaching covering The Introduction of Measurement in Language Teaching; and Constructing Evaluation and Assessment Tools in Language Teaching, it is suggested that the English lectures in Englis Education Department can apply or adapted the above procedures based on developing material model (ADDIE Model) and the students' need. The researcher also suggests that the lectures have to explain the beneficial of secondary book to help the student in learning English by using module. Then, the researcher also suggests that the lecturer should apply those activities given in the modul.

Finally, it is recommended that further researches could focus more on developing English materials to complete the need of book or module for both teacher and students.

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