

DEVELOPING BASIC ENGLISH MODULE FOR SECONDARY LEVEL: TASK BASED LANGUAGE TEACHING

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ABSTRACT

The purpose of this study is to provide a suitable English-language curriculum for SMP Negeri 1 Bone-Bone. The five steps of the ADDIE model—analysis, design, development, implementation, and evaluation—are used in research and development as part of the research design. It used Ellis's (2017) Task Based Approach as a model to create the module. This research uses instruments such as observation, a questionnaire and interview for need analysis, expert validation, and a questionnaire for student and teacher perception. That designed module was tested on ten students of SMP Negeri 1 Bone-Bone. Therefore, the students' perception results obtained an average score of 3.64 which shows that the English module design is suitable for SMP Negeri 1 Bone-Bone. These results are supported by the results of the student questionnaire at SMP Negeri 1 Bone-Bone which are summarized as follows: the module consists of three themes, covering student needs, attractive design and layout, various integrated activities and skills, and providing guidelines for use. With modules, students can learn independently because they are adaptive and the instructions are easy.

Keywords: English Module, Research and Development, Task Based Language Teaching

INTRODUCTION

The importance of the module is a form of teaching material packaged safely overall and systematically, including a set of planned learning experiences designed to help students master specific learning objectives. When relevant material is applied, they will realize that English can help them study their major (Sahraini 2020). The module contains a minimum of learning objectives, material/substance, and evaluation (Palukadang, 2020). A module is a medium that has complete functions like a book in a short and more interesting version. Therefore the module allows students to study each material with a longer duration of time so that students can discover their own understanding even without teacher supervision in class (Martiningsih, Lisdiana, & Susilowati, 2019). Modules designed in such a way that students can understand it in a way themselves.

So far, teachers only use general English books for learning media. Existing textbooks are no longer relevant to the current curriculum, and there is no special English module. Research has shown that the module is designed to help students understand individual material indicated the module's validity and practicality in improving students' reading comprehension (Krimm & Lund 2021; Furwana 2023)

Based on preliminary observation in SMP Negeri 1 Bone-Bone, the study found no English module at the school. So far, teachers only use general English books for learning media. Existing textbooks are no longer relevant to the current curriculum, and there is no special English module. Teachers highly advise introducing reading modules as supplementary learning materials. This module will serve as additional material to help students learn independently whenever and wherever they want. In addition, occasionally students feel very bored and sleepy because of the monotonous learning model and the use of less interesting media. Therefore, the use of additional media in the learning process is considerably essential. Hopefully, it will increase students' interest in learning so that learning at school can be more effective. According to Tomlison (2023), when relevant material is applied, they will realize that English can help them study their major.

Developing English modules aids to create of good language comprehension and decoding abilities, both of which are requirements for great reading comprehension. Speaking, writing, reading, and listening are the four language abilities that are tested in modules, which also improves test accuracy and enables people to use English in a range of situations (Newton et.al, 2018). The module also assists teachers in comprehending the value of academic English, second language acquisition, and teaching strategies that improve English language learners' learning. Additionally, the module seeks to increase students' comfort levels with the use of English in a variety of formal and informal communication contexts (Ali & Razali, 2018; Elleman & Oslund, 2019).

Task-Based Language Teaching (TBLT) is a teaching method that focuses on the completion of meaningful tasks using authentic language. The goal of task-based language instruction (TBLT) is to have students utilize real language to complete tasks that have meaning (Ellis et.al, 2020). Three phases make up the approach: language concentration, task cycle, and pre-task. The teacher presents the subject and provides students with explicit instructions and guidelines about the pre-task phase (Chen & Wang, 2019). The task cycle includes planning, reporting, and task completion. Lastly, the teacher addresses any language-related concerns that surfaced during the task cycle and offers feedback on language use during the language focus stage (Bandhari,2020). TBLT is a student-centered methodology that promotes critical thinking, cooperation, and communication.

Adapted from Ellis et.al (2020), to design a book using a task-based learning approach, educators can follow these steps. First, obtaining learner data which is aimed to understand the needs, interests, and linguistic proficiency of the students using the book in order to provide assignments that are both relevant and interesting. Next, add the pre-task, task, and language focus parts to the task cycle. In Pre-task, the content introduces the topic of each unit or chapter and provides clear instructions. Create assignments that require students to use the target language to accomplish relevant, real-world tasks after that. After that, language focus should give students the chance to utilize the target language in real-world contexts and offer feedback on how they use it.

This study aimed to design the English module for SMP Negeri 1 Bone-bone. One of them is to help with tedious and ineffective teaching procedures for learning to read by using module teaching resources. Students can manage their own previously studied educational materials by using the module. This module is designed to help students understand

individual material. The design of this module is made on the front cover, back cover, foreword, table of contents, basic competencies, summary, assignments, exercise, and library list. It will help direct English learning to achieve learning objectives which are prepared according to the stage of development of students' English skills..

METHODS

Design of Research

This research is a Research and Development. The Research and Development technique was employed in the study's design. Books, worksheets, curricula, modules, software, applications, and other goods are all examples of research and development products. In Husnaini's research, the approach used in research is research and development research or development using the ADDIE development model. The ADDIE model created by Dick and Carey was employed by researchers in this study (1996). In Masruddin's research the ADDIE method had a positive impact on research.

Participants of the Research

Two hundred and five students from seven classes became users of the product. To evaluate the product directly, researchers conducted product trials on class VIII students of SMP Negeri 1 Bone-Bone as research subjects, totaling 30 students.

Techniques of Data Collection

The technique of data collection in this research used several instruments used by researchers in obtaining data, including: observation, questionnaire and interview. Observation was conducted on September 14, 2021. Researchers was observe the obstacles students face in learning English reading. In addition, the questionnaire is divided into two forms. The questionnaire is for need analysis, assessment and responses by experts (content experts, media experts and design and layout expert) and students' perceptions. In St. Hartina and Syahrir, the need analysis is collected through a questionnaire. The data is relevant and follows the needs of students. These questionnaires are the primary data. The last, researcher conducted interviews with English teachers at SMP Negeri 1 Bone-Bone to collect data or information to support data from the questionnaire in obtaining more specific information or, in other words, secondary data.

Techniques of data analysis

The analysis techniques of this research used two kinds of techniques. They are qualitative and quantitative descriptive. Qualitative analysis is data in the form of interviews and advice from experts. The data analyzed descriptively quantitatively is questionnaire data. The data was analyzed through a quantitative descriptive method by calculating the percentage of the answer.

Development Procedures

The stages in developing this Learning Module are as follows following:

1. Analysis Stage: In this first stage, the researcher carried out an analysis needs and identification of problems in class VIII students at SMP Negeri 1 Bone – Bone.
2. Design Stage: Based on the results of the analysis carried out at the first step then the researcher identified results of the needs analysis to design the special objectives and instructions as well as writing a syllabus for using the module.
3. Development Stage: At the product development stage, the researchers collected material, selected relevant material Then, it develop the to first draft by selecting the objective, learning activities, content and layout. The first draft then was validated by the language, content and design and layout expert. The correction and suggestion from all the expert then usen to revise the draft until available for trying out.
4. Implementation Stage: The designed draft then tried out to the students of the second grade. The researchers used the module for teaching English. Next, the participants were given the questionnaire to find out the students’ perception toward the module.
5. Evaluation Stage: The result of students’ perception were adapted to fix the English module. After fixed, the modules were distributed to the schools.

RESULTS

Need Analysis

The Results of the Questionnaire Validation by Expert

In designing materials, researchers need to collect the needed information and know the characteristics of students at SMP Negeri 1 Bone-Bone. Therefore, the researcher distributed 30 questionnaires related to target needs (needs, wants, and deficiencies) and learning needs (activity, setting, teacher's role, and student's role). Before distributing the questionnaire to the respondents, it was validated by two validators. The results of instrument validation are shown below.

Table 1. The instrument validation score

Aspects	Score
Contents	4,33
Scope of the Contents	4
Language	4,5
Average Score	4,33

Learning Materials

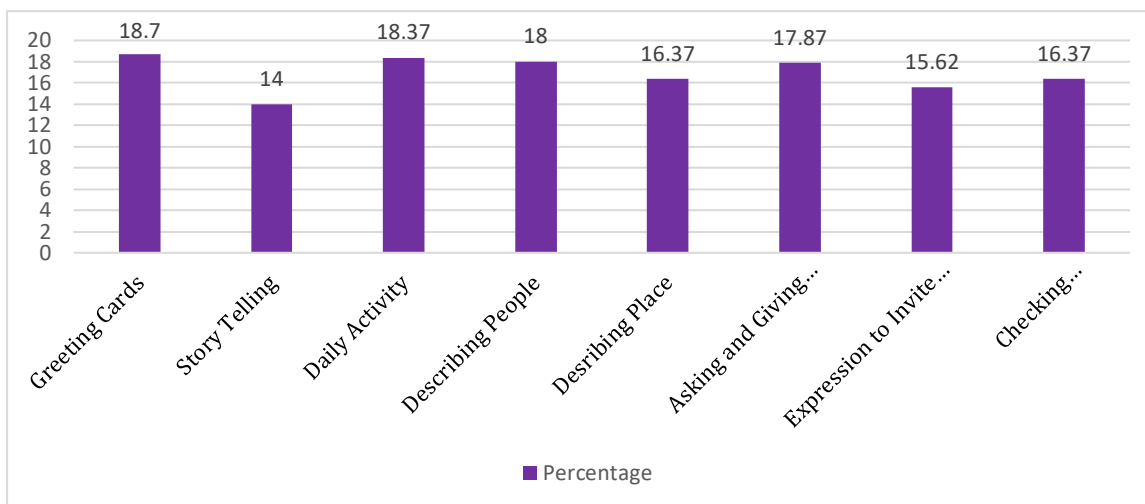


Chart 1. Topic preferences for speaking activity

The given Chart 1 enumerates the percentages of speaking theme selection. The Chart has eight themes: greeting card 18,75%, storytelling 14%. Daily activity 18,37%, describing people 18%. Describing place 16,37%, asking and giving permission 17,87%, expression to invite others 15,62%. Checking the understanding 16,37%. Eventually, students choose a reading theme, “greeting card” (18,75%).

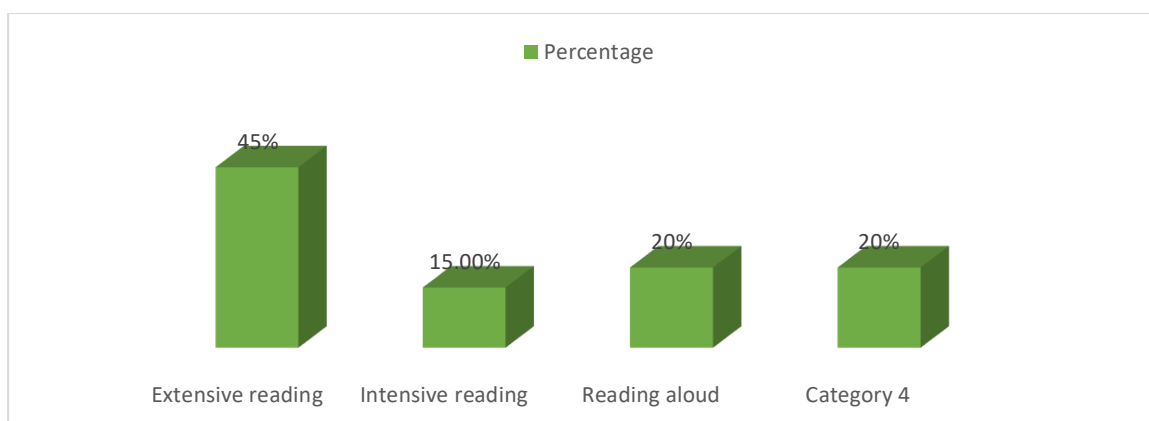


Chart 2. The preferences for reading activity

The given Chart illustrates the reading activity preferences. It is readily apparent that there are 45% chose extensive reading, 15 % intensive reading, 20% aloud reading, and 20% silent reading. Overall, the highest option is extensive reading.

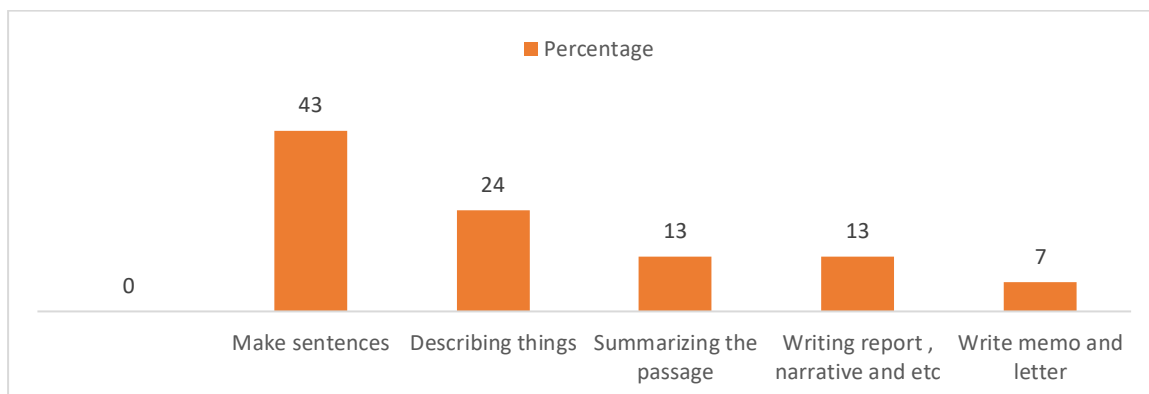


Chart 3. Necessities of writing activity

Chart 3 displays the preferences activity in writing class. It is clearly seen that make the sentences is the highest (43%) following by describing things (24%), summarizing the passage (13%). Furthermore, writing report and other text is 13% and the last writing memo and letter (7%).

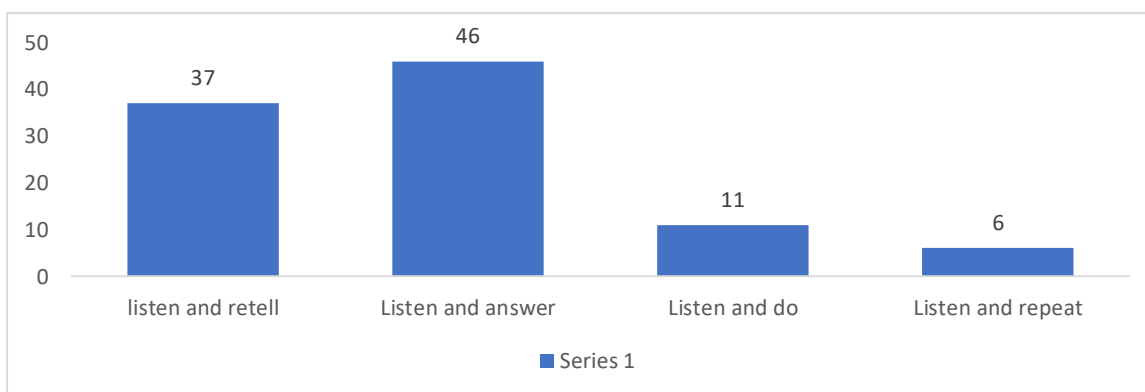


Chart 4. Necessities for listening activity

The Chart above given the information about the listening activity that the students want. The highest percentage is listen and answer (46%), the second is listen and retell (37%), then listen and do (11%) and the smallest is listen and repeat (6%).

Designing Course Objectives

The English module is aimed at the English language students of SMP Negeri 1 Bone-Bone. The researcher formulated the following course objectives based on the needs analysis results above. After setting goals, the researcher compiled the English module topic based on the needs analysis results. The topics are daily activities, greeting cards, and it's English time. Then, the researcher formulated learning objectives for each topic. A description of the learning objectives can be seen in Table 4.4 below

Table 2. The learning objectives of the designed module

No	Topics	Learning Objectives
1.	Daily Activity	<ol style="list-style-type: none"> 1. Understand simple present tense. 2. Understand schedule and timetables. 3. Ask for information about daily activities. 4. Tell about their daily activity orally.
2.	Greeting Cards	<ol style="list-style-type: none"> 1. Identify greeting card text. 2. Respond to greeting cards. 3. Mention the text of the greeting card. 4. Write a simple text.
3.	Asking and Giving Attention	<ol style="list-style-type: none"> 1. Identify the disclosure of asking and giving attention. 2. Responding to people who ask for and give attention. 3. Share attention. 4. Discuss simple conversational texts and develop ideas.

Designing Material and Activities

At this stage, the researcher selects several appropriate materials and the activities of each unit. Based on the needs analysis and research limitation results, the module was contain three units with the highest percentage of student needs; they introduce themselves and others, daily activities, and ask and give an opinion. Activities are selected based on the student’s knowledge and skills. Furthermore, the researcher considers which activity to choose can strengthen the students of SMP Negeri 1 Bone-Bone in achieving achievement and learning objectives. The results of this stage are reflected through the course grid, shown in the attachment.

The First Draft of the English Module

The contents of the module are arranged based on the course grid. This module consists of three units and five tasks for each unit. The tasks are adapted from TB (Task-Based Language Teaching), the module that has been made starting from the unit, learning objective, assignments, and task objective in the module. The first draft of the English Module is presented below:

Unit 1: What Does Your Typical Day Look Like?

Unit 2: I’m So Happy For You!

Unit 3: It’s English Time!

The explanation of each step is shown below:

- 1) Let’s Get Ready: This chapter is an introductory session. In this phase, in general, an overview of the material is given to students. Most contain brainstorming activities.

Furthermore, this phase allows students to fully engage in the learning process by discussing certain topics to be studied.

- 2) Let's Practice: This phase of that unit provides a chance for students to practice lessons in that
- 3) unit.
- 4) Grammar Focus: This chapter is the part that provides lexico grammatical features needed to compose a text. It aims to assist students in mastering grammar to facilitate students in the next stage.
- 5) Let's Do More: This chapter focuses on student practice and aims to train students to understand better what has been done before, get used to answering questions, and train students' ability to answer questions.

Validation of the First Draft

After designing the first draft, it shared to the language, content, and layout expert. The results of the expert validation is summarized as follows:

Table 3. The results of the instrument's validation by the material expert

Aspects	Score	Category
Content	3.65	The module it can be utilized without revision.
Language	3.42	The module it can be utilized with a little bit revision
Design and layout	3, 46	The module it can be utilized with a little bit revision
Average Score	3,66	

It is clearly seen that, the content expert score 3.65 which is indicated that it can be used without revision. However, both the language and layout and design expert suggest a little bit revision. Therefore, the researcher revised the module draft based on the expert suggestion and correction. The revision of the final draft can be seen below:

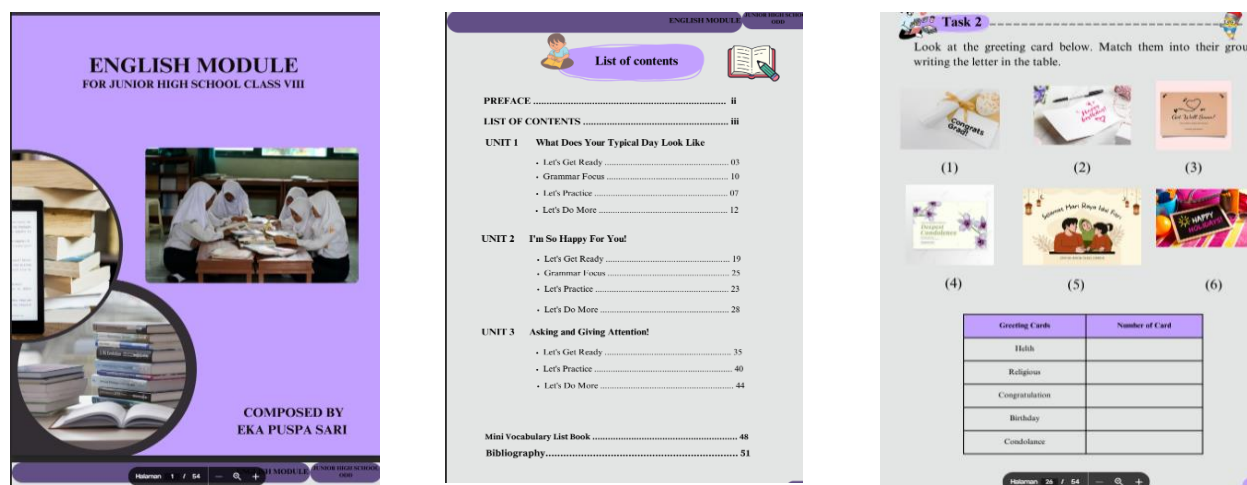


Figure 1. The design of the final draft

Implementation

At this stage, the revised product is implemented for several multiple students. This trial was carried out at SMP Negeri 1 Bone-Bone in two days. Held on 08-09 June 2023 with only ten students and three meetings. Each meeting lasts 30 minutes. In this limited trial, the researcher only carried out several representative task effective for 30 minutes. In addition, it implements the designed English module. Due to limitations, time and opportunity, the researcher briefly explained how to use the English module. The researcher begins to explain the English module guide, instructions, how to work on problems, learning journals, and how to make your mini dictionary. It aims to clarify how to use the product to students who are not confused about utilizing the English module. Trials at this stage aim to determine the English modul effectiveness and attractiveness. Results. The test results will be displayed at the evaluation stage.

Table 4. The result of students perception

No	Criteria	Mean Score	Description	Follow-up
1.	The reading module is designed according to the learning objectives.	4	Excellent	Can be utilized without revision
2.	The reading module is designed according to the needs of Grade VIII students at SMP Negeri 1 Bone-Bone.	3,63	Excellent	Can be utilized without revision
3.	The designed reading module contains quite a lot of reading text.	4	Excellent	Can be utilized without revision
4.	The designed reading module has several variations of questions.	4	Excellent	Can be utilized without revision
5.	The language used in the instructions is following students' level of understanding.	3,53	Good	It can be utilized with a little bit of revision
6.	The texts given in the module can help students answer the questions well.	3,66	Excellent	Can be utilized without revision
7.	Teaching materials (text, tables, images, and others) are taken from relevant sources following the topics discussed.	4	Excellent	Can be utilized without revision

The result of students' perception got a mean score of 3,64, with 91% of percentages qualified as "excellent." It indicates that the module can be used without revision. In addition, the researcher also asked several students related to this matter about the suitability of the module english to its needs. As a result, all students answered that the english module was following their needs. Besides, students provided some comments related to the designed module as below:

Excerpt 1 "The design module is interesting. The layout is good".

Excerpt 2 "The design module is really good. It contains all the activities we need in our program".

Excerpt 3 The design module is interesting because it contains assignments, materials, a pronunciation guide, and grammar rules that didn't exist before the product. It also contains space to create our mini vocabulary".

It has clear instructions that make it easier for teachers and students to use English modules. In addition, the language used is easy to understand. As a suggestion, researchers must add module usage guidelines to provide more information about the designed English reading module.

Final Product

In the books used by students at school, there is too much emphasis on providing complicated material and the assignments in the books are too monotonous so that students feel more bored, whereas in the modules, it is more direct for students to improve students' english. This module contains three units. English modules are developed based on student needs. It is an interesting read with varied and useful topics suitable for 2 nd -grade junior high school students provided in the English module. The english is also equipped with picture illustrations related to the topic. The module provides various exercises or assignments like essays, true/false, and others to sharpen students; understanding of english texts. Students' English skills are also used in the english module. Students are expected to be able to improve their thinking to achieve the english target.

DISCUSSION

Realizing English is a skill that needs to be mastered in this modern era, but when learning this skill, students face several problems, such as lack of self-confidence, vocabulary, pronunciation and grammar. Confusion in developing ideas and arranging words and not having the right learning materials to guide learning. This research aims to develop an appropriate English module for SMP 1 Bone-Bone to overcome these problems. Apart from that, it also aims to determine student perceptions of the design module to support the suitability and effectiveness of design products. With the English module, students can have written guidance in the learning process; they become more active, enthusiastic, and motivated in involving themselves to complete individual speaking assignments/practices in pairs or groups, and the learning process becomes more enjoyable (Hartina & Syahrir, 2021)

As the product of this research, the English module was developed using ADDIE models. It consists of five steps: analysis, design, development, implementation, and evaluation. Product design also uses the TBLT (Task-Based Language Teaching) approach in developing the English reading module. Task-based language teaching (TBLT) modules are strong because they allow students to use language in meaningful, practical contexts, foster

communication skills, and offer chances for language learning (Shashikala,2018) . Using real language in problem-solving activities is encouraged by TBLT, which can improve students' motivation and language skills (Sholeh,2020) . Furthermore, by simulating important scenarios like business meetings, vacation arrangements, or social gatherings, TBLT exercises enable students to use their language abilities in real-world settings (Willis, 2021). Additionally, this method helps pupils improve their conversational and grammatical skills. Moreover, TBLT is an efficient and student-centered way of teaching languages since it can be customized to meet the needs of the students (Viriya, 2018; Prianty,Ngadiso & Wijayanto, 2021).

The material is selected considering the level of the student and students' problems in learning to speak. Most students' reading skills are at the basic level, where these problems often occur. What they face is difficulty in reading. The type of speech corresponds to students' wishes based on the needs analysis results, which are responsive, intensive, imitative, extensive, and extensive. The activities contained in the design reading module are dialogues and creative tasks, reading greeting cards, everyday stories, and discussions. Therefore, researchers adapt all sorts of activities to assign different assignments to students. The assignments in this reading module adapt the Task-Based Language Teaching approach. This similar type of module has been developed by Novitri (2017) and found that the developing English module was valid and practical and and it could be used to develop students' quality in learning English (Novitri, 2017) Align with Meidayanti (2020) which has developed a communicative basic english module for english learning. The results revealed that the module strongly affected the students' attitude in learning English.

The results of the interview are also reflected in the learning objectives. It can be concluded that students in the reading module are to improve their English skills, especially in English reading. Therefore, based on the needs analysis results, researchers formulated general objectives. "After completing the course, students are expected to express their thoughts and feelings by reading in English and applying them in their language environment/everyday life." It is a vital activity in life that helps one keep up with knowledge.

CONCLUSION

Based on research conducted at SMP Negeri 1 Bone-bone, the development of this English module was carried out through several stages to analyze target needs, namely, analyzing, designing, implementing, developing and evaluating. Some of the components are: 1) three units of English module material, namely daily activities, greeting cards, and English time; 2) seven subunits namely learning material, let's prepare, let's practice, grammar, and let's do more; 3) incorrectly called the new Task-Based Language activity; 4) attractive layout and media 5) other skills such as listening, speaking and writing which are complemented by grammar and vocabulary; and 6) usage guidelines.

The results of student perception show an average score of 3.64, and 91% percent meet the "Very Good" requirements. This shows that the module can be used without revision. Student perceptions are: the reading module is designed according to learning objectives,

the designed reading module contains quite a lot of reading text, the designed reading module has several variations of questions, and the teaching materials (text, tables, images, etc.) are taken from sources -relevant sources according to the topic discussed.

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