
DESIGNING LEARNING MATERIALS FOR TEACHING STUDENTS OF ENGLISH VILLAGE OF SUNGAI DERAS VILLAGE

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan analisis kebutuhan pembelajaran dan tingkat validitas pembelajaran pelengkap modul untuk mengajar siswa kampung Inggris di Sungai Deras. Penelitian ini menggunakan Research and Development dengan model ADDIE, yang terdiri dari 5 tahap utama, yaitu analysis, design, development, implementation, dan evaluation. Subjek penelitian ini adalah siswa di English Village di Sungai Deras. Teknik pengumpulan datanya adalah teknik komunikasi tidak langsung. Alat pengumpulan data yang digunakan dalam penelitian ini adalah lembar validasi ahli dan angket. Validasi lembar ahli digunakan untuk mendapatkan keabsahan data, sedangkan angket digunakan untuk mendapatkan data kepraktisan analisis kebutuhan belajar. Hasil penelitian berdasarkan data yang terkumpul menunjukkan bahwa tingkat validasi modul pembelajaran tambahan dari aspek materi, bahasa, penyajian, dan kegrafikan dengan nilai rata-rata 76,04% termasuk kriteria kelayakan. Artinya penggunaan pelengkap modul pembelajaran untuk mengajar siswa kampung Inggris di Desa Sungai Deras tergolong layak dan praktis untuk digunakan. Sedangkan analisis kebutuhan desa Sungai Deras Inggris berdasarkan hasil angket analisis kebutuhan data terdapat 2 tema yaitu kebutuhan desa Sungai Deras Inggris dan perencanaan desa Sungai Deras Inggris.

Kata Kunci: *Pengembangan Modul Ajar, Kampung Inggris dan Tertutup, Kelayakan.*

ABSTACT

The purpose of this research is to describe the learning need analysis and validity level of supplementary learning module to teach students of English village in Sungai Deras. This research uses Research and Development with ADDIE model, which consists of 5 main stage, namely analysis, design, development, implementation, and evaluation. The subject of this research were student at English Village in Sungai Deras. The technique of data collection is indirect communication techniques. The data collection tools applied in this research were validation expert sheet and questionnaires. Validation expert sheet was used to get the data validity, meanwhile questionnaires was used to get data the practicality of learning need analysis. The result of this research based on the data collected showed that the level of validation of supplementary learning module from the material, language, presentation, and graphic aspects is white an average value of 76.04% including feasibility criteria. This mean that using supplementary learning module to teach students of English Village in Sungai Deras village classified as feasibility and practical to use. Meanwhile, need analysis of the Sungai Deras English village's needs based on the results of the data need analysis questionnaire, there are 2 themes namely, the needs of the Sungai Deras English village and the planning of Sungai Deras English village.

Keywords: *Developing Leaning Module, English Village, Feasibility*

INTRODUCTION

In Indonesia, English is a foreign language and students have at least a basic foundation of English, but the problem is that the primary school students in Sungai Deras village do not learn English because the primary school does not make English learning a compulsory subject. This is due to the lack of an introduction to English from scratch and also because Indonesia introduced the course in 2013. According to the Indonesian Curriculum 2013 (K13), English is no longer taught in primary schools because the English subject is not a compulsory subject but an optional compulsory

subject. At junior high school and senior high school. This is supported by the decision of the Ministry of Education and Culture in 2021 to instill a policy of resumption of teaching and learning activities through the implementation of the prototype curriculum, which is applicable to elective courses used in educational units from 2022 to 2023. This course applies to the continuation of the course (K13), where one feature of this curriculum in English will be an elective subject in elementary school

To facilitate this needed, the government of Sungai Deras Village collaborates with IKIP-PGRI Pontianak build an English village in Sungai Deras. This program will help students learning English in non-formal education, with experienced tutors, students will be taught English from the basics English and also they can play while learning.

English program at Sungai Deras Village have been in operation for less than 2 years. Learning and teaching in this English village is unstructured and organized. This is because there is no study modules that make tutors easier to deliver material. To overcome the above problems, researcher will develop English teaching materials for Sungai Deras English Village to help students become more proficient in language and communication, so that learning and teaching are structured and organized.

This research will apply genre-based approach to help student in learning English. Genre-based approach had been widely used around the world including in Indonesia. Genre-based approach have been widely used in secondary education to teach different types of writing and speaking, such as this method is also often used to teach writing, especially writing science in higher education (aunurrahman et al., 2017c; Emilia & hamied, 2015; Nagao, 2019). Text-based methods are effective in improving students' argumentative writing skills (Indrayatti, 2015). The application of genre-based methods provides teachers with a new learning experience that can ultimately transfer students' understanding of the material, thereby increasing motivation to learn English, especially learning to write (Nurani et al., 2018). The researcher found that teaching stages in the genre-based are parallel with stages in teaching writing. Genre-based approach directs students to be able to understand and produce texts in a variety of contexts, oral or written.

The research aim to develop English Teaching materials. The basic for developing teaching material in this study is the identification of English language learning needs for student in Sungai Deras English village, the development of English teaching materials in this study include, vocabulary, Expression, and dialogue

METHODS

This research used Research and Development with ADDIE model, which consists of 5 main stage, namely analysis, design, development, implementation, and evaluation. The subject of this research were student at English Village in Sungai Deras. The technique of data collection is indirect communication techniques. The data collection tools applied in this research were validation expert sheet and questionnaires. Validation expert sheet was used to get the data validity, meanwhile questionnaires was used to get data the practicality of learning need analysis.

Population was the total of items about which information is desired (Kabir, 2016). The numbers of participants were 75 students from various school. Consist of 3 students in second-graders, 5 students in third-graders, 20 students in fourth-graders, 22 students in fifth-graders, 15 students in sixth-graders, 7 students from junior high school, 3 students from senior high school. The sample was part of the number and characteristics possessed by the population. According to Sugiyono (2019: 135), the sample is part of the number and characteristics possessed by the population. Sample measurement is a step to determine the size of the sample taken in research an object. Based on the definition above, the researcher chosens Sungai Deras English Village as the sample for this research.

FINDING AND DISCUSSION

This research was conducted by using a Research and Development R&D approach. The researcher refers ADDIE model, which consists of 5 stages: Analysis, Design, Development, Implementation, and Evaluation.

The sample used in this study was students from English village. The instrument used in this study were interviews and expert validators. Supplementary learning module had been validated by two IKIP PGRI Pontianak lecturers.

a. Analyze

1) Learning Need Analyze

In the early stages of research to develop a supplementary learning module, the researcher conducts the analysis as described in Chapter 3 above, and the researcher collects data and information relevant to the research problem. The data is then carried out a learning need analysis. The researcher obtained needs analysis data through Questionnaire.

Researcher conducted the questionnaire to tutors of Sungai Deras English Village on June 12, 2022. This learning need analyze is the first step

towards any question or need from English village of Sungai Deras. In addition, this activity also provides solutions for researcher to develop Supplementary learning module products that suitable with abilities of students in English Village of Sungai Deras.

The learning need questionnaire was conducted to find out more about the problems and needs of the English Village of Sungai Deras. The problem found so that the developed supplementary learning modules can meet the needs of students in the field, helping students to learn English more easily.

2) Result of Learning Need Analysis

From the results of the data need analysis questionnaire, there are 2 themes namely, the needs of the Sungai Deras English village and the planning of Sungai Deras English village. The description of each theme will be explained as follows.

The needs of Sungai Deras English village theme explains what the English Village needs. The results of the questionnaire filled out by the English village manager, it was revealed that the English village of the Sungai Deras really needed supplementary learning modules, so far they had only used random materials which were then printed. This results in ineffective and unorganized learning and teaching. Therefore, the researchers developed a supplementary learning module for the Sungai Deras English Village. The teaching materials used in this English Village was supplementary learning module adapt to the needs of tutors and students there, with the suitable teaching material the learning process more effective and organize, this was in line with the opinion of (Supriadi 2017) Developed and used according to the needs of teachers and students rights will be one of the important factors improve the quality of learning.

The planning of Sungai Deras English village explains how important the English village was for the progress of the village. This was explained by the village staff of Syirotul Ainia, S.E in the questionnaire. She believes that this English village has become an iconic village, because Sungai Deras village is the only village in the Teluk Pakedai district that has non-formal English language institution. Besides being a village icon, this English village is also a place for students to add language skills.

b. Design

1) Cover of Supplementary learning module

The cover of the book is printed using ivory 230 gram paper, the cover of the book is titled "Modul Pembelajaran Sungai Deras English Village". The placement of the writing of the title is different, for the title "Modul Pembelajaran " is placed in the left corner, while the title "Sungai Deras English Village" is placed in the middle with a larger writing font than the title on the left. There are photos of teaching and learning activities in the English village of the swift river to add to the aesthetics of the cover, the researcher also chose colorful as the theme on the cover to attract students.

2) Content of supplementary learning module

The contents of this Supplementary learning module have made using Microsoft Word 213. This supplementary learning module has 4 topics that students will learn. The topic are introduce myself and other, part of body, family, and in the kitchen. Each topic has vocabulary, expression, dialogue and worksheet. The completeness of the contents of the research module is described as follows:

a) Foreword

The foreword expresses gratitude for completing the development of English village Supplementary learning module. In the introduction, the researcher also apologized for the shortcomings of this supplementary learning module. Researchers also receive constructive criticism and suggestions to correct deficiencies in the Supplementary learning modules, and it is hoped that this Supplementary learning module will be developed with the purpose of being useful and helping tutors to provide material so that the intended goal of tutors is to make learning more effective and organized in the English Village of Sungai Deras.

b) Table of Content

The table of contents contains headings in the Supplementary learning module. The researcher developed a table of contents to make it easier to find the pages in each title.

c. Development

1) Content of supplementary learning module

In this Supplementary learning module, 4 themes are presented which include, introduce myself and others, part of body family, in kitchen, all the material used in the supplementary learning module adapts to the abilities of students in Sungai Deras English Village. The supplementary learning module developed by the researcher was also equipped with a worksheet to be able to find out students' understanding in receiving the material.

a) The Material in supplementary learning module

The material presented in this supplementary learning module in the form of vocabulary related to activities and items that students usually do and find in their daily life such as introduce myself and others, part of body, family and in kitchen,. The topic is chosen so that students are expected to be able to apply the material they have learned.

b) Worksheet

This supplementary learning module was also equipped with a worksheet. There were several worksheets that used such as completing sentences, guessing pictures, matching, translating completing and fill the blank.

c) Reference

In this activity contains a list of sources used in developing supplementary learning modules, the source is the internet. The internet address listed on the list was a source for downloading designs and fonts for making covers and finishing content in the book.

d. Implementation

The product of the supplementary learning module for learning English in Sungai Deras English village was printed into a book. The printed book product was given to the English Study Program lecturer, namely Dr Aunurrahman, M.Pd and Maliqul Hafis, M.Pd as validator. The data from the validator show the quality of product. In deliver the material the researcher used genre based approach in which there are four stage of genre-based

approach use by researcher are building field knowledge, modeling, joint construction, and independent construction.

1) The Expert Judgment

The purpose of expert opinion was to obtain expert opinion on the original design of the material. The questionnaire was the basis for the expert assessment. Items in the questionnaire were modified according to BNSP material standards. According to the NBSP, four factors were considered in determining whether an article was suitable: content, presentation, language, and appearance. Therefore, a questionnaire was developed to assess the extent to which the material met these requirements.

Two material experts participated in the expert group. Descriptive statistics were used to examine the conclusions of the expert judgment questionnaire. Here are overview of the results:

- a) The Result of Supplementary Learning Module Validation.

Table 1 The Result of Supplementary Learning Module Validation

No	Pernyataan	Validator 1	Validator 2
	Kelayakan Isi		
1	Materi yang di susun sesuai dengan kemampuan siswa di Desa Sungai Deras.	4	3
2.	Materi yang di susun sudah sesuai dengan kebutuhan siswa di Desa Sungai Deras.	4	3
3.	Materi (teks, table, gambar, lampiran, dll) yang disusun relevan dengan topic yang di bahas.	4	3
4.	Materi mencakup teks-teks atau percakapan yang relevan dengan kehidupan sehari-hari siswa.	4	3
5.	Materi yang di susun memuat komponen Vocabulary and expression yang sesuai dengan topic yang di bahas.	4	3
	Kelayakan Penyajian		
	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk berkomunikasi secara lisan.	2	3
8	Kegiatan pembelajaran (activity) yang disusun mendukung siswa untuk belajar bekerja mandiri maupun kelompok.	2	3
9	Kegiatan pembelajaran disusun secara sistematis, menyajikan bagian pembukaan, kegiatan inti, evaluasi (dalam bentuk praktik berbicara), refleksi dan rangkuman secara konsisten.	2	3

10	Materi yang disusun berkaitan erat dengan kehidupan sehari-hari dari siswa	2	3
11	Kegiatan pembelajaran (activity) disusun secara teratur dan berurutan diawali dengan guided activities dan diakhiri dengan free guided activities.	2	3
12	Kegiatan pembelajaran (activity) yang disusun menarik minat siswa untuk belajar.	2	3
Kelayakan Bahasa			
13	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa.	3	3
14	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar.	3	3
15	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (spelling).	3	3
16	Bahasa Inggris yang digunakan sesuai dengan perkembangan kognitif siswa.	3	3
17	Materi yang disajikan dalam satu unit/ aktivitas/ paragraf/ kalimat/ mencerminkan keruntutan penyampaian makna.	3	3
Kegrafikan			
18	Materi dicetak dengan menggunakan kertas standar ISO (A4, A5, atau B5).	3	3
19	Materi yang disusun tidak menggunakan terlalu banyak kombinasi huruf.	3	3
20	Penggunaan ukuran font dan warna font dapat dibaca dengan baik.	3	3
21	Jenis huruf yang digunakan tidak berlebihan.	3	3
22	Penggunaan variasi huruf (bold, italic, capital) tidak berlebihan.	3	3
23	Penggunaan ilustrasi relevan dengan materi.	3	3
24	Penempatan unsur tata letak (judul, ilustrasi, tujuan, dll) seragam/konsisten.1	3	3
25	Rujukan yang digunakan dicantumkan sumbernya.	3	3
Jumlah		71	75
Presentase		73.958	78.125
Rata-rata Presentase		76.0415	
Kreteria		Feasibility	

$$\text{Validator I} = \frac{71}{96} \times 100\% = 73.958$$

$$\text{Validator II} = \frac{75}{96} \times 100\% = 78.125$$

Table 2 The Suggestions and Feedback of Supplementary Learning Media Validation

Validator	Suggestions and feedback
Validator 1	1. Buat materi lebih menarik.
Validator 2	1. Kelayakan sudah baik dan dapat di gunakan sebagai module. 2. Runtutan kegian worksheet di simpan di akhir. 3. Sudah oke tinggal uji coba produk.

Based on table the result of the assessment of supplementary learning module expert validators obtained a media validation, score of 71 and 75 with a percentage of 76.0415. According table 3.4 supplementary learning module has feasibility criteria and description not revision. Based on the procedures that have been carried out in this research, namely ADDIE procedure which includes the analysis stage, design stage, development stage, implementation stage, and evaluation stage resulted in supplementary learning module that were suitable for use in learning activities in Sungai Deras English Village which was feasibility.

e. Evaluation

The result of this research is a Supplementary learning module for the English village of the swift river. Revisions are made based on comments and suggestions given by the validators. The following is a suggestion from the validators: (1). Complete the material with illustrations and pictures to make it more interesting. (2). Provide material for speaking practice.(3).Instructions are clarified by giving meaning in Indonesian. (4).Give page number.

1) Cover

The cover of this Supplementary learning module has not changed. The validator did not provide suggestions for improvements in terms of title, text, color, image or design. Based on the validation results, no changes are made to the module cover.



Picture 1 Cover

2) Contents

The content of this supplementary learning module underwent several changes, including the addition of illustrations and pictures, the addition of speaking material in the form of dialogue, addition of instructions in Indonesian.

a) Foreword

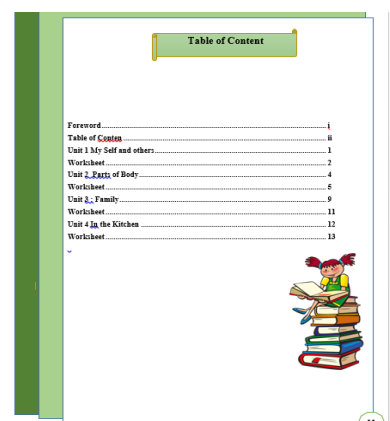
There is no change in the foreword. From the validation data there are no comments or suggestions to make improvements. The appearance, layout, typeface, and words presented are still the same as the initial product.



Picture 2 Foreword

b) Table of Contents

There are no changes or improvements made in this section. The appearance in terms of layout, color and design is the same as the initial product. On the validation results there are no comments or suggestions for improvements.

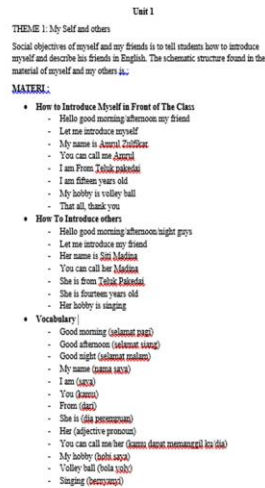


Picture 3 Table of Content

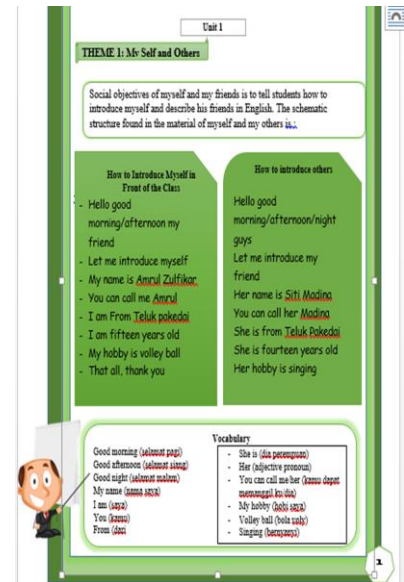
c) Material

The material in this module has not changed. The validation results only suggest adding pictures and illustrations to make the module

more interesting. Improvements were made to each unit, the appearance of the material was changed from the previously plain to more colorful. These improvements can be seen in the following Picture.



Before

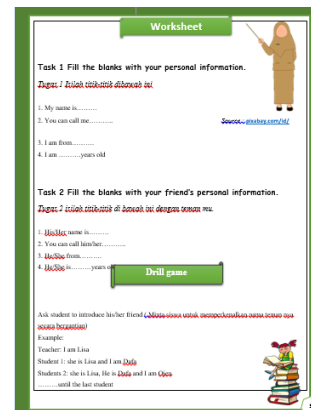


After

Picture 4 Material

d) Worksheet

In the worksheet section there are improvements that have been made. The first improvement is a change in the appearance of the questions. The next improvements were made based on the comments and suggestions of the validator to add questions for the group, and the question instructions were added to Indonesian. These improvements can be seen in the following figure.

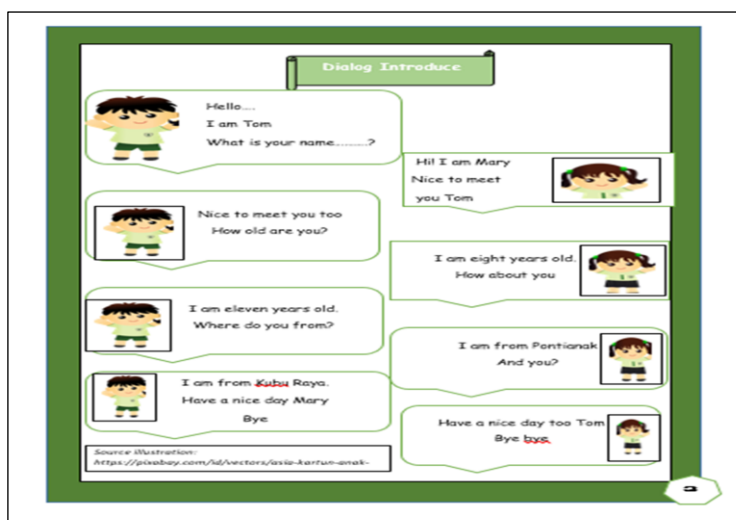


After

Picture 5 Worksheet

e) Dialogue

The results of the validation of suggestions from the validator, namely adding speaking practice to the module. Here the researcher adds a dialogue as a speaking practice. These improvements can be seen in the following figure.



Picture 6 Dialogue

CONCLUSION

Based on the result of the research and discussion that have been explained, in general it can be said that learning material which was developed in ADDIE stages, namely analysis, design, development, Implementation, and Evaluation. The result of the formulation of the supplementary learning module that designed by researcher is useful in learning process of Sungai Deras English village, and this learning material help the tutors deliver the material structure. The level of validity of the Learning module Sungai Deras Village from the content, presentation, language, and lay out aspects are include in feasibility. Supplementary learning modules are developed based on performance standards and foundations and based on students' learning needs. English language materials are developed by reviewing texts relevant to students' daily lives. The content of the English material is from the latest sources. For example, the language used in English materials is appropriate for students' language skills and cognitive development. The language used in the English materials is clear, understandable and accurate.

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