Designing Online Module-Based English Learning Materials for STAIN Bengkalis's First-Year Students

Rini Fitria

Sekolah Tinggi Agama Islam Negeri Bengkalis
e-mail: rinifitria16@gmail.com

Abstract

The goals of this study were to create appropriate online module-based English learning materials for STAIN Bengkalis's First-Year Students in order to provide them with diverse English knowledge and to learn about the First-Year Students' reactions to the module design. This research was research and development (R&D). The module's participants were STAIN Bengkalis first-year students from three different majors (N=50), with the sample drawn using a random sampling technique. In this study, questionnaires and observation sheets were used as instruments. The needs analysis questionnaire was used to gather information about the students' needs, and the try-out questionnaire was used to gather information about the students' agreement with the module. The collected data were analyzed both qualitatively and quantitatively. This research has resulted in a set of applicable online module-based English materials for First-Year Students. The product came with eight menus. They are the Exercises, Grammar Focus, and Useful Information menus, as well as the Useful Vocabulary, Reading, Listening, Writing, and Speaking menus. All of the activities or tasks were created with the students' needs and preferences in mind. With the indication of students' try-out questionnaire means ranging from 3.2 to 3.55 (4 points Likert Scale) in terms of content, module component, and design, the product was deemed applicable and appropriate. This result demonstrates that students respond positively to the designed online module-based English materials.

_____

Keywords: module-based English, learning materials, First-Year Students.

INTRODUCTION

Indonesian students begin learning English in elementary school and progress to more intensive instruction in junior and high school, as well as university. Students' education will benefit from improved English communication skills, particularly those at the university level. Students at universities must use English not only in academic contexts, but also in the workplace and in other settings. They are thus expected to mimic their communication skills, as the goal of learning English is to expand their linguistic skills, and it is obviously used as a tool for communication.

However, learning English as a foreign language in Indonesia differs from learning English as a first language. The students, for example, have fewer opportunities to use the language in meaningful contexts, whereas first language learners have more exposure and opportunities to use the language they are learning as they learn the language that they use in daily life. They are also motivated to improve their English skills because they need it for daily and educational purposes. EFL learners, on the other hand, have fewer opportunities to practice the target language and are mostly limited to learning English in the classroom.

Furthermore, EFL students rely heavily on the explanations and exercises provided by their teacher. They do not put forth sufficient effort to conduct research on various sources in order to improve their English proficiency. As a result, they have insufficient English knowledge and are unable to communicate effectively in English, and those sources are insufficient for university students to gain more exposure. Students at STAIN Bengkalis may also experience this condition. According to observations made during the teaching and learning processes in the classroom, students lack confidence in using the language because they have limited knowledge of the language, whereas all students from all departments get to learn English not only in the first semester but also for several semesters, all the way up to the final semester. They were unable to fully participate in the classroom learning processes due to a lack of English proficiency. As a result, it is critical for stakeholders to create English learning materials that are appropriate for their context and support the teaching and learning processes.

Nowadays, the advancement and use of advanced technology has had an impact on teaching and learning processes that are not limited to the classroom. It offers a plethora of options for making teaching and learning English more interesting because it has the ability to capture students' attention and interest. Module-based activities are one of the best ways to provide students with diverse information about English while using a computer and the internet. Using modules in the teaching learning process, also known as module-based learning, can be a tool for transferring knowledge to students, accessing information, and serving as a medium of communication. Students and teachers can communicate, allowing the teaching and learning processes to extend beyond the classroom. Students can access knowledge and learn English at any time and from any location, promoting their English proficiency and societal changes in the future.

Based on the foregoing, this study attempts to assist first-year students at STAIN Bengkalis by developing module-based learning materials that meet the learners' needs and proficiency level.

REVIEW OF LITERATURE
English Learning Material

There are numerous materials that can be used in the classroom for teaching and learning, including printed materials such as textbooks, handouts, workbooks, and worksheets; non-printed materials such as cassette or audio materials, videos, or computer-based materials; and materials that include both print and non-printed sources such as self-access materials and internet-based materials (Richards, 2006:251).

According to Hutchinson and Waters (2008: 107-108), there are some characteristics of good materials, and these characteristics will serve as a guide in developing an English learning module for Islamic boarding school students. The following are the characteristics:

1) The materials stimulate learning by containing interesting texts, fun activities, and opportunities for students to apply their prior knowledge and skills.
2) The materials must be clear and systematic, while also allowing for creativity and variety.

3) The materials are appropriate for the learning tasks. In order to assist students in learning English, the materials provided should be good models and appropriate for the students' cultures of Islamic boarding school.

Module-based Learning
The Nature of Online Module-based

Learning materials delivered through an online module are associated with online module-based learning. Module-based learning consists of content in an online module as well as actual learning materials delivered in module format. Online Module supports hypertext, a type of cross-referencing in which a highlighted text selection is linked to additional documents (Li and Hart in Richards and Renandya, 2002:375). Furthermore, Roblyer and Doering (2010: 300) identify online module-based language learning as one of the most common ways to make effective use of modules in foreign language classes. It is a strategy in which a teacher identifies the module and resources that students can use to help them learn.

Furthermore, Harris in Roblyer and Doering (2010: 248) explains that online module-based add information to a collection that will be shared with others.

Next, an online module-based system can be used as a virtual meeting place to help students communicate while working in a remote location. These online module-based systems may also provide links to project activities and make information gathering for project work more efficient. The online module-based system can then show previous and current student work. This means that the online module-based can be used as module publication centers where students can display examples of their poems, stories, and other products. Some websites also provide ongoing descriptions of previous, current, and planned project activities. The last, online module-based sometimes are set up for the specific purpose of inviting new distance learning projects.

Online module-based resources can be beneficial in promoting English language learning. Their ability to provide authentic language tasks (e.g., reading authentic materials, participating in online chat, listening to native speaker recordings, and communicating with native speakers) and boost students' motivation, in particular, holds promise for facilitating English acquisition. Some studies have found that using module-based activities improves students' conversational, reading, and writing skills (Gu, 2002; Kung & Chuo, 2002; Lin, 2003).

Module-based instructional models

Khan (1997: 375-380) lists several online module-based instructions, including conversing, discussing, mentoring, questioning, supporting a partner, debating, sharing data, analyzing, accessing tutorials with exercises, quizzes, and questions, and online drill-and-practice. It is advantageous to have tools for building virtual workouts, as well as knowledge of multimedia production programs (e.g., Director, Flash) and/or mechanisms for putting them on the Module (e.g. Shockwave, Java).

METHOD

Research Design

This study falls under the category of educational research and development (R & D). Because the goal of this study was to create a new product of English instructional material in the form of a module.

According to the preceding explanation, research and development in this case refers to an effort to design instructional materials in the form of module-based English learning to promote students' English proficiency. Furthermore, the research and development process should be carried out in a systematic manner in order for the product creation to be effectively applied. As a result, the researcher adapted the two models developed by Dick, Carey, and Carey[1]. This study adapts both models and condenses them into six steps: analyze, design, develop, implement, evaluate, revise, and write the final draft.

Research Setting

This study was carried out at STAIN Bengkalis, with the subjects being students in their first semester.

Sample

The participants in this study were STAIN Bengkalis First-Year Students from three different majors (N=50). The sample was taken using random sampling techniques.

The Instruments

The questionnaire and observation are the two types of instruments used in this study. This study employed two types of questionnaires: a needs analysis questionnaire and a try-out questionnaire. The needs analysis questionnaire was used to collect information about the students' needs before designing the product, and the try-out questionnaire was used to collect information about the students' agreement with the module after conducting the try-out.

Research Procedures

The development procedures used in this study were adapted from Dick, Carey, and Carey[2]. Practical considerations drove the decision to change the development procedures in this study. They are described below.

1. Needs Analysis

The needs analysis is the first step in this research. This step aims to gather information about the students' needs and learning requirements for English learning so that the module design is appropriate for the students.

2. Designing the Syllabus

The results of the needs analysis will be used to design the syllabus, which will also be based on the curriculum. The framework and guidelines will then be used to create the learning materials.

3. Making the storyboard & Designing the Product

Because the outcome of this study will be module-based learning materials, two distinct items must be designed. The syllabus comes first, followed by the module's

---

[1] Dick, C. Lou, C. & James, O. C. (2009). The Systematic Design of Instruction. New York: Pearson page 6-8

[2] ibid

storyboard. The process of sketching out each page of a module and indicating where each textual, visual, and multimedia component would be placed is referred to as storyboarding[3]

4. Evaluating the product

After receiving feedback, suggestions, and comments from experts on the materials, the product is revised, and once completed, the product is implemented.

5. Implementing the product

The primary goal of the product implementation is to discover how the module-based learning material influenced the students' English proficiency.

6. Writing the final product

After all of the implementation stages have been completed, the results of the trials will be analyzed and used for future product revisions. The final step in this research is to revise and write the final draft.
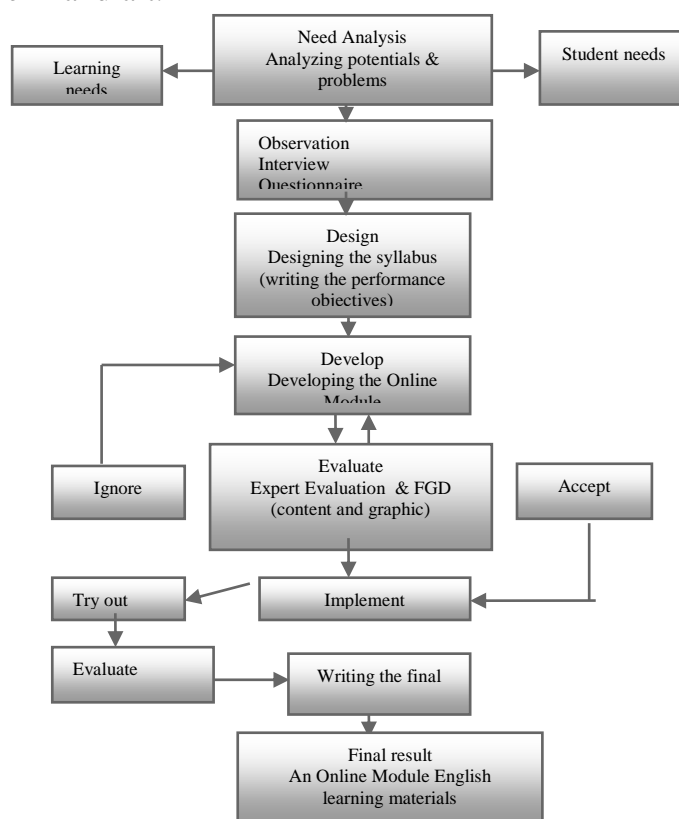

Figure 1. The procedure of product development adapted from Dick, Carey & Carey[4]

Data Collection Technique

In this research and development, the data was collected using a non-test data collection technique that included a questionnaire, observation, and interview. The questionnaire is divided into two types, the first of which will be distributed to students in order to gather information about their needs, deficiencies, and desires (the need analysis).

---

[3] Lever-Duffy, J and Mcdonald, J. B. (2009). Teaching and Learning with Technology-Third Edition. Boston: Pearson Education Inc. 310

[4] Dick, C. Lou, C. & James, O. C. (2009). The Systematic Design of Instruction. New York: Pearson page 6-7

Meanwhile, the second questionnaire for module-based evaluation is geared toward experts' learning contents and layout, as well as lecturers, in order to gather information about the development and implementation of the module-based design.

Data Analysis Technique

The collected data was analyzed quantitatively and qualitatively in a variety of ways.

Furthermore, a four-point scale is used to determine how expert judgment and student responses to the module-based design's effectiveness compare. The four –point scales were scored as follows: 1 for strongly disagree, 2 for agree, 3 for fairly agree, and 4 for strongly disagree. The central tendency is then calculated to analyze the data. The data will be converted into the interval of mean values proposed by Suharto[5] to make them easier to read.

$$R = \frac{Xh - Xl}{4}$$

R = range Xh = highest score
Xl = lowest score   4   = likert scale (the amount).

Based on the data obtained from this research, the highest score was 4 and the lowest score was 1. The calculation is as follows:

$$R = \frac{Xh - Xl}{4}$$
$$R = \frac{4-1}{4} = 0,75$$

Therefore, based on the calculation, the class interval is presented below.

Table 1. Quantitative Data Conversion

Scale	Interval of the mean values	The other form of the interval	Category
1	1.00 – 1.75	$1.00 \leq \bar{X} \leq 1.75$	Bad
2	1.76 – 2.51	$1.76 \leq \bar{X} \leq 2.51$	Fair
3	2.52 – 3.27	$2.52 \leq \bar{X} \leq 3.27$	Good
4	≥ 3.28	$\bar{X} \geq 3.28$	Very Good

Adapted from: Suharto[6]

RESULT AND DISCUSSION

The Needs Analysis Result

Before designing the product, a needs analysis questionnaire was administered to students from three departments at STAIN Bengkalis.

Some elements of the needs analysis questionnaire were designed to gather information about the students' lacks, wants, needs, and learning requirements. The first

---

[5] Suharto, G. (2006). Penilaian Pembelajaran Bahasa Inggris. Yogyakarta: P2B. 52:53
[6] Ibid 61

question assessed students' knowledge of Internet-based learning. According to the findings, 75 percent of students are aware of Internet-based learning. It meant that the module they were going to design and implement would be nothing new to them. Furthermore, it would help the research process by removing technical stumbling blocks. Furthermore, 55 percent of participants believe that the module was required to be implemented in the class.

Furthermore, the students' ability to identify their own deficiencies was called into question. It is necessary to examine the students in order to determine their level of proficiency. The data showed that 65 percent of the students had a high level of English proficiency.

The questionnaire was designed to gather information about the learning input that students require and desire. It began with topics that would be used in teaching and learning English, and then moved on to the input of speaking, reading, and writing skills. According to the findings, the topic about daily life was the most desired by students when learning English (75 percent).

It is also critical to understand the students' English difficulties. The students encountered some difficulties in learning English, particularly those at the beginner level, which related to four skills. The findings indicate that the students had some difficulties learning English. To begin with, some students (35%) struggled with spelling and 35 percent struggled with grammar when speaking. According to the data, 30% of students had difficulty listening because they couldn't understand what the speaker was saying. It was due to incorrect spelling or the speakers speaking too quickly.

Reading and writing were also problematic for the students. According to the students, they had limited grammar knowledge (45%) and a limited vocabulary (35%). It occurred in writing as well.

In terms of the students' desires to speak, the data shows that 65 percent of the students believe that pronunciation is one of the most important aspects that must be mastered in order to speak English fluently.

In terms of reading ability, the data show that 65 percent of students wanted to learn vocabulary, while 55 percent wanted to learn skimming and scanning. 45 percent of students said they wanted to improve their reading skills by learning grammar. They also stated that they wanted some vocabulary definition (20%), simple reading text (35%), and authentic text (30%) as reading input materials with 100 words and 10-15 words revealed in each text given.

In terms of writing and listening skills, the majority of students (45 percent) desired to improve their vocabulary. Students (35%) also stated that they wanted to learn different types of texts, while the rest (35%) preferred to learn how to organize texts and grammar. Students want to learn short stories, poems, and legends 65 percent of the time, pictures 45 percent of the time, and novels 35 percent of the time.

In terms of listening, they want to learn pronunciation (55%) grammar (30%), and pronunciation (30%). They also claim to have simple dialogue (50%) and text with picture (35%), as the learning input for listening for 5 minutes (35 percent).

Students preferred to learn pronunciation (45 percent) when it came to speaking, while they preferred to learn word definition and spelling when it came to vocabulary (35

percent). Learning activity was the next component of the needs analysis questionnaire. It referred to what the students did with the input in order to complete the task. According to the data, the most desired activities in listening by students were identifying key words in the monologue or dialogue (40 percent). Based on the results of the data analysis, the students preferred to practice dialogue in pairs for speaking activities (50 percent).

For writing activities, the students chose to complete jumble sentences (40 percent). In reading activities, data show that 40% of students preferred to analyze the meaning of the text with specific vocabulary based on the context, and read the text aloud (35 percent).

Furthermore, in terms of vocabulary activities, students preferred to listen to songs (65 percent) and to match the English words or expressions to the correct meaning provided (50 percent), whereas in terms of grammar activities, students preferred to identify grammar errors in sentences and write sentences or paragraphs. The majority of students agreed that the graphic of the online module-based design should be colorful.

Product Result

Following the completion of the needs analysis, the data was used to design the materials for the online module-based training. The online module-based English materials were designed with eight menus in the final draft. They are Exercises, Grammar Focus, Useful Information, the Useful Vocabulary, Reading, Listening, Writing, and Speaking in menus. After students log in to Google Classroom, they will be able to access those menus.

Students must have an account in order to access and participate in the online module-based learning. They must sign in and fill out their information in Google Classroom's Sign in menu. This section aimed to protect the students' privacy, as well as their data and works. Students should write down their username, student ID number, password, and major.

The instructions for using the module-based English materials can be found in the Home menu. There were some materials in the grammar menu that provided explanations and activities or quizzes for each topic, including A Vs An, Count And Uncount Noun, Singular And Plural Noun, Simple Present Tense, Simple Continuous Tense, Past Tense, Past Continuous Tense, Preposition Of Time, and Preposition Of Place.

The students could access some materials in the Pronunciation menu that guided them through learning and practicing how to pronounce the words correctly. There were twenty-four subjects and quizzes with audios that the students could listen to and practice. The menu after that was the Listening menu. This menu is divided into four sections: Introduction and Names, Describing People, Clothes, and Routines. Each topic was provided with some activities or tasks, as well as audios, so that students could learn and practice right away from the online module-based.

Furthermore, some topics were included in the Speaking menu, such as Greeting, Saying Goodbye, Introducing People, Telling The Time, and Permission. Each topic includes some expressions, dialogue, and activities to encourage students to speak up.

There were some activities in the writing menu that guided students to write. They were asked to express their thoughts on topics such as Writing Daily Activities, Writing Past Experience, and Describing Family, which were provided in an online module. Reading menu was the last material in the online module-based. This menu covers some reading subjects as well as exercises or chores.

Students' Responses

The purpose of this study was not to compare the performance of students before and after they used module-based English learning materials. There was no separate experimental and control groups. Following that, data was gathered through the use of a questionnaire and an interview. The purpose of the test questionnaire was to assess the content, components, and design of module-based English materials. The data's findings resulted in product enhancements. The content, components, and design qualities of the students' responses to the online module-based English material were assessed.

According to the questionnaire results, the mean score ranges from 3.2 to 3.46. According to Suharto's[7], the highest mean value 3.46 is classified as "very good," while the lowest score 3.2 is classified as "good," because the range of the mean value is greater than 2.52 but less than and equal to 3.27 ($2.52 < X \leq 3.27$). It means that the majority of students agree that the content in the online module-based English materials meets their needs and proficiency level, allowing them to learn English not only in the classroom but also at any time and from anywhere. They also agree that the online module-based instructions are clear and simple to follow.

Another point related to the interesting input and the progress of the activities of the online module-based components received positive responses from the students. The mean scores, which range from 3.26 to 3.55, demonstrate this. According to Suharto's[8], the highest mean value is classified as "very good" because X (mean value) > 3.28, while the lowest mean value is classified as "good" because $2.52 < X \leq 3.27$. There has been no revision to the aspects of module components. Students agreed that the module components provide appropriate grammar, pronunciation, listening, speaking, reading, writing, and vocabulary activities or tasks for practicing their English skills. The module components allow them to put their skills and knowledge into practice.

Furthermore, based on the outcome of the aspect of online module-based design quality, the results show that the mean score ranges from 3.12 to 3.4. The highest mean value is classified as "very good" because X (mean value) > 3.28, while the lowest mean value is classified as "good" because $2.52 < X \leq 3.27$. There is no design revision. The students agreed that the design has an interesting layout, uses appropriate fonts in terms of style and size, has appropriate color composition and combination, and the menu options are simple and easy to follow.

CONCLUSION

According to the study's findings, students preferred topics related to daily life and science and technology when learning English using module-based English material. They also desired a variety of interesting activities to be included in the online module-based training. They both agreed that the online module-based format is best suited to their needs and skill level. It was evident from their positive responses on the try-out questionnaire. As a result, this online module-based provided all of the English skills that became the menus

---

[7] Suharto, G. (2006). *Penilaian Pembelajaran Bahasa Inggris.* Yogyakarta: P2B. 52-53
[8] Ibid 52-52

in the online module-based, such as Exercises, Grammar Focus, Useful Information, Useful Vocabulary, Reading, Listening, Writing, and Speaking.

Each menu includes a variety of topics, materials, and activities that students can access and practice at any time and from any location. The First-Year Students could expand their knowledge and learn English outside of the classroom by using this online module-based program.

REFERENCES

Brooks, D. W., Nolan, D. E., and Gallagher, S. M. (2002). *Module-Teaching: A Guide to Designing Interactive Teaching for the World Wide Module - Second Edition*. New York: Kluwer Academic Publishers.

Brunch, R.M. (2009). *Instructional Design: The ADDIE Approach.* New York: Springer.

Collins, M. P. & Berge, Z. L. (1996). *Facilitating Interaction in Computer Mediated Online Courses. Tallahassee FL : Background Paper for Presentation at the SU/AECT* Distance Education Conference.

Dick, C. Lou, C. & James, O. C. (2009). *The Systematic Design of Instruction.* New York: Pearson

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: an Introduction.* London: Pearson Education.

Hutchinson, T. & Alan. W. (2008). *English for Specific Purposes, a Learning-Centered Approach*. Cambridge: Cambridge University Press.

Lever-Duffy, J and Mcdonald, J. B. (2009). *Teaching and Learning with Technology-Third Edition*. Boston: Pearson Education Inc.

Roblyer, M. D. and Doering A. H. (2010). *Integrating Educational Technology Into Teaching – Fifth Edition*. Boston: Pearson Education Inc.

Richards, J. C. and Willy A. R. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge.

Richards, J. C., & Rodgers, T. S. (2006). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Suharto, G. (2006). *Penilaian Pembelajaran Bahasa Inggris.* Yogyakarta: P2B