

Proceedings of International Conference on Education, Technology, and Innovation

Homepage: <http://proceedings.upi.edu/index.php/ICETI/index>



Material and Media Development of English Club Teaching Module at Senior High School

Rizky Alfarez¹, Ikariya Sugesti^{1,*}, Hanif Nurcholish Adiantika¹

¹ Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Cirebon, Cirebon, Indonesia

*Correspondence author email: ikariya.sugesti@umc.ac.id

ABSTRACT

This study focuses on creating and validating an English club teaching module tailored to senior high school students. Employing the Research and Development (R&D) approach and the ADDIE model—analysis, design, development, implementation, and evaluation—the study aims to develop an effective learning tool. Through needs analysis, expert validation, and iterative improvements, the module promotes an interactive, efficient, and meaningful learning environment. This study seeks to contribute to the academic and professional growth of senior high school students by equipping them with essential linguistic skills and confidence for their future careers. The module received highly positive feedback, with a good validation from media experts and good from material experts, confirming its effectiveness for use at the senior high school in Cirebon.

Keywords: *Material, media development, English club teaching module, teaching module*

1. Introduction

The module is a comprehensive resource designed to provide learning materials for both individual and group instruction. According to Creswell [1], the modules employed included mediated instructions and facilitated group activities. These modules integrated visual aids, small group discussions, and a feedback system to enhance the learning experience. When well-structured, these modules can effectively foster a reciprocal relationship between learners and their educational outcomes, enabling more meaningful feedback and improved learning results. Observations of English language learning at one of private senior high school in Cirebon in the academic year of 2023/2024 identified several content gaps within the module, particularly a lack of materials covering the four essential language skills: listening, writing, speaking, and reading. Additionally, the module does not currently include worksheets for each of these skill areas. To address these deficiencies, the researcher proposes the inclusion of comprehensive instructional content for all four language skills, complemented by corresponding worksheets. Moreover, the researcher plans to integrate key 21st-century skills—namely critical thinking, creative

thinking, communication, and collaboration—into the module's framework to enhance its relevance and effectiveness in preparing students for future challenges.

1.1. Learning Method

The learning method refers to the strategies employed by educators to effectively execute pre-designed plans through tangible and practical activities aimed at achieving specific educational goals. The application of appropriate learning methods is intended to facilitate a smooth and efficient teaching and learning process. In the context of English language instruction, the English learning module serves as a crucial resource. This module plays a significant role in the teaching and learning process by enabling independent study, with or without the direct involvement of a teacher, thereby offering a flexible option for instructional materials [2].

By providing structured content and exercises, the module allows students to engage with the material at their own pace, promoting self-directed learning and fostering a deeper understanding of the subject matter. Additionally, the module can be used to complement classroom instruction, offering both teachers and students a versatile tool that enhances the overall learning experience and supports diverse learning styles.

1.1.1. Teaching Module

According to research data by Crasborn et al. [3] A teaching module serves as an instructional resource, typically in the form of a document, that outlines specific learning objectives, instructional steps, and necessary media, along with the corresponding assessments for a particular unit or topic. This module is structured in alignment with the Learning Objectives Flow to ensure comprehensive educational delivery. Teaching modules can also help teachers to develop effective and organized learning plans. Currently, many teachers are using teaching modules in carrying out learning activities in class. According to Michailidi and Stavrou [4] Mentoring discussions focused on the preparation or evaluation of teaching episodes serve as a highly effective method for enhancing mentees' professional knowledge. These conversations prompt teachers to engage in deep reflection and thorough dialogue about their daily instructional practices.

Furthermore, the structured nature of teaching modules encourages consistency in instructional delivery, ensuring that all educators adhere to a common framework that supports student learning outcomes. By providing clear guidelines and expectations, these modules help reduce ambiguity for both teachers and students, leading to a more focused learning environment. In addition, the collaborative aspect of mentoring discussions allows for the sharing of best practices among educators, fostering a culture of continuous improvement within the teaching community. This exchange of ideas not only enhances individual teaching skills but also contributes to the collective advancement of pedagogical approaches within the institution. As teachers reflect on and discuss their experiences, they gain valuable insights that can lead to innovative strategies and improvements in their instructional methods.

1.1.2. English Club at Senior High School

English Club as a forum for students to learn and improve their English language skills. English Club can help students support English language learning in the classroom or in the surrounding environment or outside of school. The Learning Club functions as a critical component within the ecosystem, serving as a repository for essential knowledge and resources while offering comprehensive learning facilities [5]. Learning clubs are needed to make it easier for students who want to learn English. One of the key strengths of the Club lies in the collaborative discussions centered on interpreting texts, selecting appropriate techniques, and understanding their impact on the audience [6]. In a learning club, students naturally engage in mutual assistance and support, enhancing each other's understanding.

An effective learning environment should not only foster improved learning outcomes but also provide learners with necessary care and support, motivate and elevate their enthusiasm for learning, and instill a sense of responsibility in them. Engaging in group activities facilitated the students' collaborative efforts, allowing them to exchange knowledge, share experiences, and disseminate information among themselves [7]. Moreover, the English Club creates a safe and inclusive space where students can practice their language skills without the fear of making mistakes, thereby boosting their confidence in using English. This environment encourages active participation, allowing students to explore diverse perspectives and develop critical thinking skills through collaborative learning experiences.

2. Methods

This study employs Research and Development (RND) which was used ADDIE model that consist of 5 steps. They were analysis, design, development, implementation, and evaluation. The instruments for collecting the data in this study were questionnaires given to the media expert and material expert to know the experts' evaluations of the developed module. The opinions given by the English lecturer from English Education Study Program at one of the private University in Cirebon and the English teacher who teach in the research field. This study applied only the first three stages of the ADDIE model: analysis, design, and development of the English Club Teaching Module. The implementation and evaluation stages were not conducted due to time constraints. Instead, the module's implementation will be carried out by the English teacher at the research site. A unique aspect of this study is its focus on developing an English club teaching module specifically for a private senior high school in Cirebon during the 2023/2024 academic year.

The researchers conclude that the development of English language learning materials should be guided by the ADDIE model. Conducting a needs analysis is an integral component of this model, serving as the foundation for creating effective language learning resources. This study also emphasizes the importance of assessing the reliability of the ADDIE model, particularly during the 'analyze' stage, to ensure the materials developed are both relevant and impactful. By systematically following this structured approach, educators can create tailored teaching

materials that address the specific needs of learners, ultimately enhancing the quality of English language education.

3. Results and Discussion

3.1. Results

Teaching materials serve as essential instructional tools required by educators to facilitate the teaching and learning process. As such, these materials must be systematically organized to address the needs of both teachers and students within the classroom setting. They may be presented in either written or unwritten formats. It is imperative that all teaching materials support a structured and integrative approach to learning fundamental competencies. Majid (2009) posits that teaching materials typically encompass various components, including instructional guidelines for teachers and students, targeted competencies, supplementary information, practice exercises, procedural instructions, and evaluative measures. In essence, teaching materials comprise the knowledge, skills, and attitudes necessary for students to acquire the competencies outlined in the curriculum.

At the beginning of the product development research process, the researcher determines the content and analyzes the needs. Meanwhile, needs analysis is conducted through interviews with the students, aiming to gather information about the characteristics of student learning that will be the focus of the study

Table 1: Need analysis result

Student	Transcript	Result of Need Analysis
R	How does "p" want this English module to help "p" improve their English skills?	
P	Maybe using Kahoot, because at school, using Kahoot for Indonesian literacy is really fun; perhaps it could be applied to English as well.	Add worksheet by kahoot website
R	Where do you get your learning resources when studying English?	
P	Until now, when I study English independently, I mostly use YouTube tutors. I like it because there are many references available.	Add youtube link as the source of material
R	Which skill would you like to improve more in learning English: speaking, listening, reading, or writing?	
P	Ideally, I'd like to improve all of them because English is important for the future. However, I'd focus on speaking first since it's the most immediately useful.	Add Contextual activities that can enhance all aspects of the material, particularly speaking.

According to the results of table 1, it can be inferred that students still need the module to develop more by adding some materials or some exercise that can enhance students learning. They have limited opportunities to practice English in class due to time constraints and a less conducive classroom environment, which results in them lacking motivation to learn. According to the analysis, it was found that one of the students' needs for English language learning today is an effective, engaging, and innovative teaching and learning process. In this regard, teachers must use their creativity to minimize the aforementioned challenges.

Therefore, the researcher has developed a new innovation through the development of an English teaching module. The design and development of this module are based on the students' learning needs, which have been identified through the questionnaire provided. There are two sections containing information related to the development of teaching modules by researchers. These two sections are: English Club Teaching Module on Material Development and English Club Teaching Module on Media Development. The two sections are explained in detail as follows:

3.1.1. English Club Teaching Modul on Material Development

There are 21 topics in this English Club Module. The researcher has enhanced these topics by adding YouTube links to provide additional information related to the content this is in line with previous study that YouTube serves as an internet-based educational resource that facilitates the efficient management of content for learners. Its integration of multimedia elements, such as videos and graphics, significantly enhances student engagement and motivation in the learning process. Additionally, for some topics that were already complete, the researcher has included introductory questions, according to McCallum (1999), one effective method for enhancing students' speaking abilities involves the use of stimulating questions. This approach entails engaging students in conversation through hypothetical scenarios designed to provoke thoughtful responses.

Furthermore, this method aligns with the objectives outlined in the Minister of Education and Culture Regulation No. 22/2016, which pertains to the Process Standards for Primary and Secondary Education. The regulation mandates that educational institutions must develop comprehensive lesson plans, execute the learning process effectively, and assess educational outcomes to improve the efficiency and effectiveness of student competencies.

3.2. Discussion

An English learning module plays a pivotal role in enhancing both teaching and learning processes. Hence, the development of such modules necessitates a systematic approach [8]. This article aims to detail the methodology for creating an English learning module tailored for high school students. It represents a best practice example rather than a research study. This best practice is grounded in the authors' experiences during their internship at Aku Pintar Company, where they contributed to the development of the module. The article outlines the development of an English learning module in alignment with the Basic Competencies and Core Competencies as specified by the Permendikbud 2013 Revised 2018 Curriculum. Additionally, it describes a methodical approach for the creation and refinement of English learning modules. According to the researchers of this journal article, the results align with those of the researcher's own study on the development of teaching modules. This study outlines a systematic procedure for developing teaching modules, aiming to enhance and assist students in learning English through contextual and easily understandable teaching materials.

The findings of this study indicate the development of an English learning module tailored to the English curriculum and syllabus of Ma'had AlJami'ah, as well as the needs of the mahasantri. The validation results from

media experts revealed an average score of 92.4%, categorizing the module as highly positive. Similarly, the material experts' validation results showed an average score of 91.2%, also falling within the very positive category. Furthermore, the feedback from the mahasantri demonstrated an average rating of 87.2%, which was classified as very positive. According to the researchers, this study does not yet align with the development of teaching modules, as the researchers hope that teaching modules, particularly those for English, can be applied across various learning media, not just in one location. Ideally, these teaching modules should be accessible through various platforms, such as online websites and print media, to facilitate the rapid development of English learning. This approach would ensure that the public can learn English effectively for real-world applications such as work, business, and daily communication.

4. Conclusion

Based on the discussion and results, the development of English teaching modules at the research site must follow a systematic process: conducting a needs analysis, designing, developing, implementing, and evaluating the module. The decision to improve the existing module was driven by the belief that it could be better aligned with the needs of students in the English club. Moreover, the researchers emphasized that teaching modules should be continuously updated to reflect current trends, ensuring that teaching and learning activities are both contextual and effective in helping students achieve their learning goals.

Through this study, significant enhancements were made to both the content and media aspects of the module. Content improvements included the addition of introductory questions, clear learning objectives, and supplementary YouTube links to enrich the learning experience. In terms of media, the researchers integrated Kahoot links into the Exercise Sections and updated the module's design and format based on student feedback and expert input. These changes aim to create a more engaging, relevant, and effective learning tool that supports student success in the English club.

References

- [1] Creswell, J. W. (2012) Educational Research.
- [2] Agya, A. F., & Meisuri, M. (2023). Developing Basic English Module for Junior High School to Promote Students' Cognitive Development. *Journal of Linguistics and Social Sciences*, 1(2), 43-49.
- [3] Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher education*, 27(2), 320-331.
- [4] Michailidi, E., & Stavrou, D. (2021). Mentoring in-service teachers on implementing innovative teaching modules. *Teaching and Teacher Education*, 105, 103414.
- [5] Hou, H., & Shi, Y. (2021). Ecosystem-as-structure and ecosystem-as-coevolution: A constructive examination. *Technovation*, 100, 102193.

- [6] Nitu, L. (2011). The Design Club-an extracurricular activity for art students and a master-disciple learning partnership. *Procedia-Social and Behavioral Sciences*, 11, 27-31.
- [7] Nurcahya, N., & Sugesti, I. (2020). Enhancing students' writing ability and creativity through project based learning on greeting card. *ETERNAL (English Teaching Journal)*, 11(1).
- [8] Afrilia, L. and Furqon, M. (2022) 'English learning module development for high school students at Aku Pintar company', (1), pp. 188–195.