

DEVELOPMENT OF LEARNING MODULES BASED ON PROJECT BASED-LEARNING TO IMPROVED STUDENT'S ABILITIES TO SPEAK ENGLISH

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ABSTRACT

This research is to design an English based learning module for project-based learning. Teaching material and training assignments are provided, designed for English subjects so that they are easy for students to understand and the context is adapted to students' daily lives. This approach is expected to enable students to improve their cognitive and psychomotor levels in English language learning and focus on how to observe and understand the modules presented. The development model uses the ADDIE model. The development procedures carried out following the ADDIE design, the steps are: 1. Analysis; 2. Design (design); 3. Development (development); 4. Implementation (implementation); 5. Evaluation (evaluation). Module development by showing the existing criteria and procedures is quite effective. Teachers and students at the time of the field test gave a positive assessment of the learning modules that were developed. Based on the test results it can be concluded that both the results of expert validation and field trials that the quality of the Project Based-Learning English Based Learning Module is good and very effective for increasing the cognitive and psychomotor levels of students.
Keywords: Learning Materials, Project Based-Learning, Learning Module.

INTRODUCTION

English as a foreign language, and foreign language learning relates to students or students where they are required to learn English using 4 (four) basic skills, namely; listening, speaking, reading, and writing. We use these four learning bases for students to understand speech in English through hearing and reading English and to be able to communicate based on understanding, needs, and desires in speaking and writing English. By using knowledge about reading skills we can better understand and comprehend so as to achieve our desire in learning English.

There are several ways to arrange sentences in writing English. One of them is by the recount text. Recount text is *a form of text to tell an event with the aim of providing information obtained or entertaining*. Recount literally means "to tell". So, recount text can be interpreted as "Text that tells". If referring to the information in school books the recount text is *a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader*. In the recount text, the sentences are usually arranged according to the time or based on the chronology of the event. One event occurs and then another event follows, and the incident is retold at the same time. The problem that is often encountered is that students in writing English cannot understand parts of the story and when telling it back, the story is not relevant to the topic of the story, and their ideas are unclear, and also the language sentences are not neatly arranged. The second problem is many errors in English vocabulary, grammar and spelling. Another problem is, students have no motivation and are not interested in doing writing assignments because the assignments are not fun for students. Usually students are given questions to write these sentences in a few paragraphs without being given a few hints making it difficult for students

to come up with story ideas in their writing. In addition, students have difficulty recounting their experiences. This is because writing is difficult for students because students do not have enough ability in understanding English vocabulary, spelling, and grammar.

Based on the problems above, the author has the desire to be able to find solutions to these problems, the authors are motivated to conduct research in order to improve teaching methods of English in the classroom. The author conducts research by developing learning modules based on Project Based Learning (PBL) with drawing activities to increase students' ability in grammar, vocabulary, and English spelling. Project based learning-based modules have been proven to help students to better understand what they have learned and to retell the information. It can also improve students' ability to apply what they have learned and involve students in learning their experiences. Students are interested in the project and are motivated to learn it and learn the information they need to complete the project. The aim of project-based learning is to enable students to discover some of the events that occur in the real world and also to find strength or ability within themselves. For example, a student can learn facts about entrepreneurship and he will have an academic understanding of the subject, but if that same student completes a project where he starts and manages his own business, then he has skills in real life and he can bring skills and can be used in adult life. This is not to say that facts are not important. (Larasati et al., 2018) [1]

Having an understanding of a significant subject and our students will be given these facts before being asked to complete projects or be directed to where they can find information as needed or needed. There are no real limits to a project's likelihood and learning of potential program types. Each subject in the curriculum offers broad opportunities to enable students to take control of their learning and bring it to new levels of understanding and relevance.

Project-based learning will improve student life skills curricula that cover a variety of important subjects that are designed to prepare students for life in the real world. Where is one of the concerns of the community about children who receive their education at home is that they do not socialize with each other. This concern has been researched and found to be unwarranted. Research shows that children who are educated at home are usually more socialized than those who receive public school education. Project-based learning allows students many opportunities to interact with their peers and community members. (Wahyu et al., 2018) [2]

The ability to think scientifically is what will make students smart, critical, creative, logical, and systematic (Priyambodo, 2020) [3]. Thus, the assignment of project appraisal is in accordance with what is mandated by Ministerial Regulation No. 22 of 2006 concerning content standards for Elementary and Secondary Education units. The results of the analysis of the findings of these facts have an impact on the learning process which shows that: Another problem faced in learning English is the ability to speak (speaking) and writing (writing) which is still low. From interviews with several English teachers it was found that the lack of students' speaking and writing skills in English was not just a motivational factor but also caused by various factors, including: a) students did not get the opportunity to get used to communicating and writing English. b) The number of students is too large in the classroom, c) teaching materials that have not been able to meet the needs of students, so students always assume learning English subjects is the most difficult material to be understood as a whole, especially in communication skills. The facts identified in the initial research had an impact in the form of less than optimal learning outcomes. First, students do not have good mastery of English language skills so that the impact of students' unpreparedness to compete in the workforce in the era of globalization. Second, to master English well students still need additional learning. This means that the process of learning English in schools is not able to achieve mastery learning. Third, the ability of teachers to carry out teaching and learning processes becomes less variable. Teachers tend to do monotonous and limited strategies in providing learning resources so that the independent and group learning processes are less effective.

Varied learning is needed in the teaching and learning process. One component of learning is the availability of teaching materials that are appropriate to the characteristics of students. This is consistent with the statement of Harvest and Purwanto (2001), that a teacher will be able to help students in the learning process by; 1) arouse students' interest in learning, 2) explain the learning objectives, 3) present material with a good structure, 4) provide opportunities for students to practice and provide feedback, 5) pay attention and explain things that are difficult or not understood by students, 6) create two-way communication (not only the teacher who has the role to present the subject matter). Based on the summary of some of the theories revealed, the researchers used these steps as the basis for making learning media in the form of PBL system learning modules by drawing to improve students' cognitive abilities and student psychomotor. Then based on this understanding students can construct their abstraction abilities in learning so that the values of constructivism of learning are built in a positive direction. (Ramdiah et al., 2018) [4]

RESEARCH METHOD

This research is a research development to produce products in the form of teaching materials for English subjects. The physical form of developing this teaching material is a learning module. In this learning module is equipped with practice questions, formative tests, and answer keys. The development that will be carried out in the English learning module is to adopt the ADDIE's model (*analysis, design, develop, implementation, and evaluation*). The development model is the basis for developing products that will be produced, in general this model consists of five steps, namely: 1. Analysis, 2. Design, 3. Development, 4. Implementation, 5 Evaluation. The basic consideration in selecting this model is because the development steps are more flexible, not specific to the development of instructional designs such as the Dick & Carey, Borg & Gall, Kemp, and others. In addition, the ADDIE model is relatively simple and easy to implement, and is suitable for the type of final product to be developed. (Aji, 2016) [5]



Picture 1. ADDIE'S Step. (Bahrur Rosyidi, 2018)

The steps of the ADDIE model are as follows:

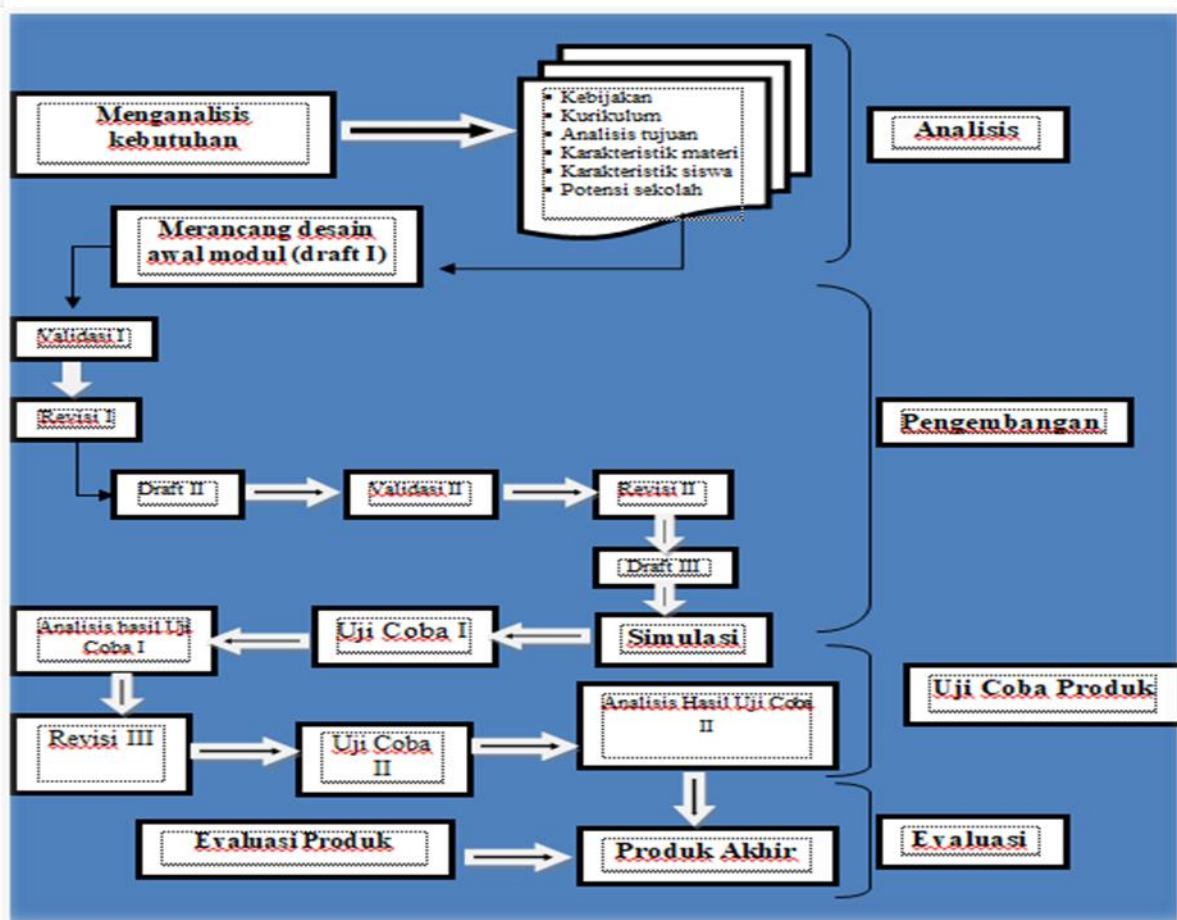
1. Analysis (needs analysis and problem identification).
2. Design (designing English teaching materials).
3. Development (producing teaching material products in the form of learning modules).
4. Implementation (applying teaching materials in the form of textbooks in the learning process).
5. Evaluation (evaluating teaching materials that have been made).

Development Procedure

In the ADDIE model, analysis is the first phase that must be done. Peterson (2003) said that in this phase the main concern for the designer is the target learner. Shelton, K. and Saltsman, G. (2008)

mention that there are three segments that must be analyzed, namely learners, learning, and the media (online) to deliver teaching material. Broadly speaking, the development procedure with the ADDIE model can be simplified into 4 (four) activities, namely: (1) Requirement analysis; (2) Product development; (3) Product trials; and (4) and evaluation of the final product. (Lin, 2016) [6] (Bahrur Rosyidi, 2018) [7]

The details are described as follows: the results of the needs analysis have been carried out; the next step is the development / manufacture of the product. This stage begins with the making of an initial design that produces a draft 1. In preparing this initial design, a literature review is carried out on the content, pedagogical, systematic format of writing and display of the Learning Module, and scenarios of activities to be undertaken by students in the school environment. The results of the study were poured into the learning module design to produce a draft 1. **Draft 1** was then reviewed, and validated by a team of experts. The results of the validator's assessment and comments are used to refine (revision 1) the draft of the learning module so that the resulting draft 2. **Draft 2** is revalidated, then revised according to the validator team's recommendations and produces a draft 3. Before being tested, the **draft 3** that has been assessed as valid is first simulated in limited forum involving a team of developers, teachers and some students. Notes and comments from simulation participants are used to improve the parts that are still lacking.



Picture 2. Design Module Development

RESULTS & DISCUSSION

At this stage the following activities are carried out:

1. **Requirements Analysis:** Based on observations made by the developer on students, obtain data that in learning English narrative text, students prefer to see image media then based on these media images students feel more interested in writing stories and telling stories about media images seen by students. Given these conditions, we need a media that has a systematic program and activities that are coherent and organized, which allows students to understand learning material more easily and achieve higher competencies. Thus the development of learning modules by drawing according to the material provided in learning narrative text, is expected to improve the ability of students to write stories and tell stories in English, because by drawing students do not only watch / see / hear pictures of the media, but students integrate with pictures that they make, so as to explore the ability of students to learn English and force students to find vocabulary from the pictures they make and in accordance with student thinking and student desires. This is really needed by students, because with the previous method where students only see pictures given by the teacher, the drawing method students are more motivated by their creativity to make pictures according to the themes given by the teacher, and they are more active in discussions with friends so that more group work life or more fun.
2. **Audience Analysis (Students):** Based on developer analysis, students have the following characteristics:
 - a) Students already have skills in operating computers and laptops.
 - b) Students have a below average English background.
 - c) Psychologically, high school students, who have an average age of 15-18 years, have begun to learn to make their own decisions, so learning facilities that meet the needs for individual learning need to be met.
 - d) Economically, high school students are children of the middle economic class, and they need media that are easily understood and interesting to make them easier to understand English, where their average English ability is still below average because for them the media are there difficult to understand and not interesting.

Analysis / Topics (Learning Materials).

Analysis of the topic or learning material is based on the domain of Competency Achievement Indicators in the Learning Implementation Plan and the Syllabus English Subjects, where the Competency Achievement Indicators. Where the Competency Achievement Indicators to be achieved are: (1). Identify general description, certain information and detailed from simple recount text about activities / events / events confidently and responsibly. (2). Decompose the general description and certain information from a simple recount text about the activities / events / events with confidence and responsibility. (3). Detect social functions, text structure and linguistic elements from simple recount texts. (4). Differentiating social functions, text structure, and linguistic elements in simple recount texts about activities / events / events. (5). Editing simple oral recount text about activities / events / events by paying attention to the correct social function, text structure, and linguistic elements. (6). Editing simple recount text, simple writing about activities / events / events with due regard to social functions, text structure, and correct language elements and context. (7). Compile simple oral and written recount texts about activities / events / events by taking into account the purpose, structure of the text, and linguistic elements, correctly and in accordance with the context. On the principle of learning design Dick and Carey, the second principle, Dick and Carey (Wiyarsi & Priyambodo, 2011)(2005: 38) [8] is to carry out an analysis of learning objectives. In this principle the developer assumes that in the cognitive realm it includes 6 levels of gradual ability: remembering, understanding, applying, analyzing, evaluating and creating.

Determination of Specifications.

The module specifications describe sections such as themes and display design functions, writing style and grammar guidelines, standard text, images and animation. The module specifications in detail are as follows: **(a)**. This module contains English learning material about a particular topic in the form of pictures by displaying drawing media and drawing assignments for students. **(b)**. The module developed has links to parts of the picture that are interrelated and complementary. **(c)**. The developed learning modules are equipped with Core Competencies, Basic Competencies (KD), indicators that guide learning for students. **(d)**. Learning material used in the module is English subject which is about Recount Text and Narrative text. **(e)**. The learning material used is accompanied by practice questions making it easy for students to recall the learning experiences that have been carried out, beginning with a pre-test and ending with a post-test to find out the overall effectiveness of the module. **(f)**. Modules and materials developed are emphasizing language skills, namely reading and speaking skills. **(g)**. The modules and materials developed emphasize student-centered learning which enables active students to explore and elaborate and discover their own learning experiences. **(h)**. Developed media and materials can be stored in the form of books / learning modules, where the book can then be reproduced and can be a guide for students or teachers, and can be studied individually or in groups for learning in class (together or without teachers) or outside individual school learning hours.

The Learning Material: developed has the following material structure: a) identifying core learning competencies, b) analyzing learning competencies, c) setting learning objectives and content, d) setting indicators of learning success, e) developing learning strategies, f) developing learning materials, g) design an evaluation and evaluation system. The following is an explanation of competency standards, basic competencies, indicators, learning materials, and learning objectives.

Design Control Configuration: Configuration control is the final step in designing a series of design specifications for the development of computer-assisted learning modules, before the product development is validated by an expert for review. Then the researcher's task is to note things that need to be improved and prepare an assessment sheet.

On the principle of learning design by Dick and Carey, the second principle, Dick and Carey is to carry out an analysis of learning objectives. In this principle the developer assumes that in the cognitive realm it includes 6 levels of gradual ability: remembering, understanding, applying, analyzing, evaluating and creating. In learning through this media students use a minimum of 5 levels, namely ability levels 1-5. However, the validator suggests that all levels of ability are achieved by students, namely by adding the Advanced Assignment Section to achieve high-level cognitive abilities such as: applying, analyzing, and evaluating, by making questions in the form of instructions to do something, for example in the form of retelling (retelling), or make a summary of the text. In the psychomotor domain, it includes 6 levels of ability: observing, asking, trying, reasoning, presenting, and creating. With this module a minimum of 3 abilities are used: observing, trying, and reasoning. Validators suggest adding contextual questions and deep assignments contextually, according to what students know or experience in psychomotor matters. Whereas in the affective domain it covers 5 levels of ability: accepting, executing, appreciating, experiencing, and practicing. With this module at least 2 abilities, namely: accept and appreciate. It is suggested by the validator to add contextual questions and contextual assignments, according to what students know or experience affective. The third principle of learning design is Dick & Carey which is to analyze students and their context. (Bahrur Rosyidi, 2018) [9]

Discussion of Field Trial Result Data

Based on the results of the field trial, the score for the attractiveness aspect of this learning module is 84.2%. This means that the media by drawing is very suitable / very interesting / very clear / very harmonious, thus learning with modules like this can provide illustrations and greatly support the achievement of learning objectives (competence), this is in accordance with Mayer's opinion (Chadziqoh,

2018)(2009:5) [10] which suggests that learning media as a presentation of material using words as well as pictures that can support the achievement of learning objectives. He also revealed that some studies prove that music provides many benefits to humans, in this case students, such as to stimulate the mind, improve concentration and memory, and build emotional intelligence.

Discussion on Product Effectiveness

To find out the effectiveness of the product being developed, the developer looks at the results of pre-test and post-test conducted on individual trials, small group trials, and field trials. It can be concluded that the ability level of students before participating in learning using this learning module students obtain an average value of pre-test 45.89 and completeness level of 0.5%, whereas after following learning using the developed module, students get the average post-test score was 78.53 and the level of completeness was 86%. The percentage increase in the average value of students in the pre-test and post-test is quite significant at 72.03%. The highest score achieved by students in the pre-test was 75, while the highest score of students in the post-test was 95. The lowest score of students also changed, namely in the pre-test was 10, while in the post-test the lowest score of students was 60. With the pre-test and post-test results data, the developer assumes that the module developed is very effective for students to use in learning. To use the English learning module by drawing developed, it is necessary to arrange learning designs or learning scenarios in order to effectively achieve learning objectives. The scenario is compiled by the developer in the form of a *Learning Implementation Plan* (RPP) for the use of learning in the classroom, the RPP can be used by the teacher or user classically which describes the course of the learning process from beginning to end. As for individual use by students, students can adjust their learning styles / types and the time available. (Kusumam et al., 2016) [11]

CONCLUSION

The Conclusion after going through a series of developments that have been selected, finally produced a product in the form of an English based learning module Project Based-Learning This developed module is already interesting and effective to be used in learning both independently and in learning with teachers in class. The conclusions that can be drawn from the results of research and discussion are as follows:

1. There are differences in achievement (cognitive) and psychomotor between groups of students who are taught using the development of English-based learning modules based on project-based learning with groups of students taught without using the development of English learning modules without project-based learning.
2. English language teaching uses the development of project-based learning based English learning modules more effectively than without using English based learning project-based learning modules, where students are more focused on thinking and more creative in answering the tasks of the teacher.
3. English learning media regarding recount text and narrative text have been developed into attractive, effective, and appropriate media for students' needs. The attractiveness and effectiveness of this learning media provides motivation for students to learn English.
4. English learning media in the form of learning modules regarding the recount text that has been developed is expected to help teachers and students in the classroom learning process for face-to-face learning with the teacher's guidance as a facilitator, as well as for independent learning where students can doing exercises, questions and assignments contained in this media alone or together with colleagues outside class hours.

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