

**DEVELOPING ENGLISH MODULE FOR THE SEVENTH
GRADE STUDENTS OF WALIMANIS INTEGRATED
ISLAMIC JUNIOR HIGH SCHOOL**



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THESIS

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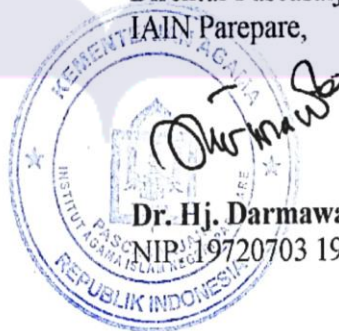
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Finally the writer hopes that the developed product can be beneficial and ready operational use in the school, and also hope that this research can give good contribution to the literary study in the future.

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The writer


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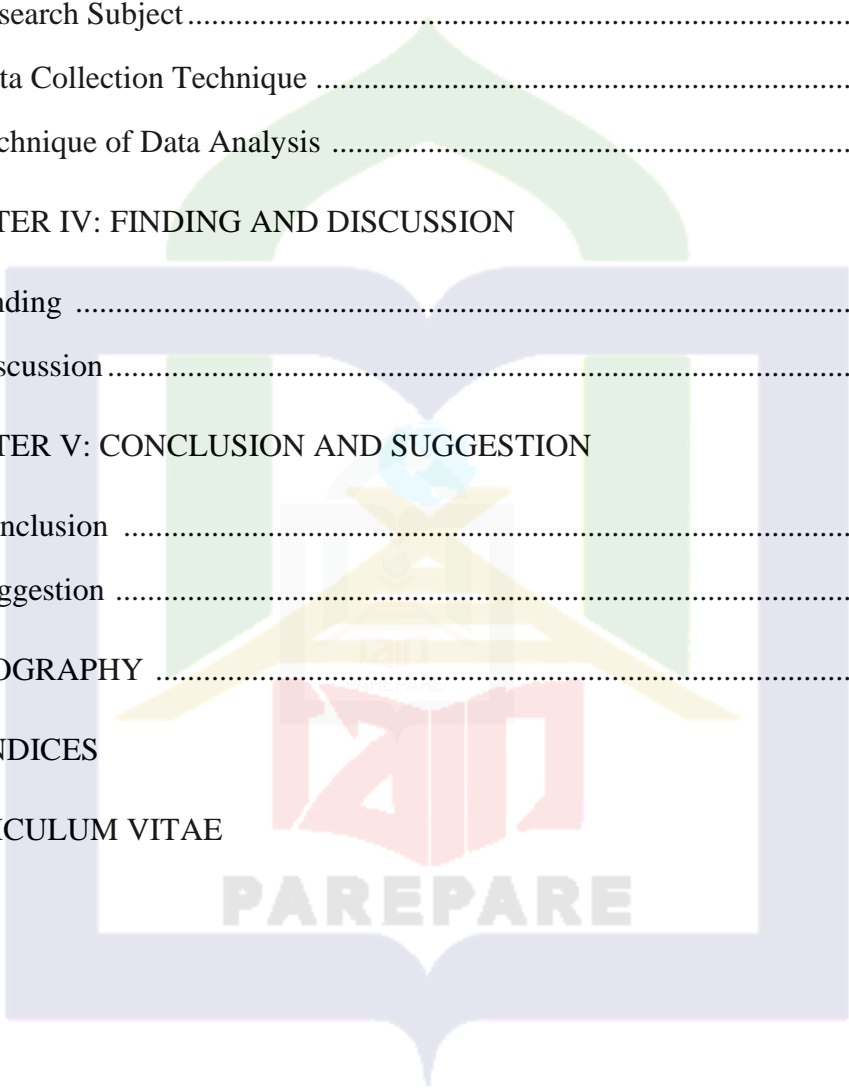
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CURRICULUM VITAE



PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\`a	s\`	es (dengan titik di atas)
ج	jim	j	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	`ain	`	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	ha
ء	hamzah	'	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيّ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaiifa*

هَوَّلَ : *hauula*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
اِيّ	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُوّ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. *Syaddah (Tasydi>d)*

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta~di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمَ : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَافَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *di>nulla>h billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz}i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz}i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz} min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

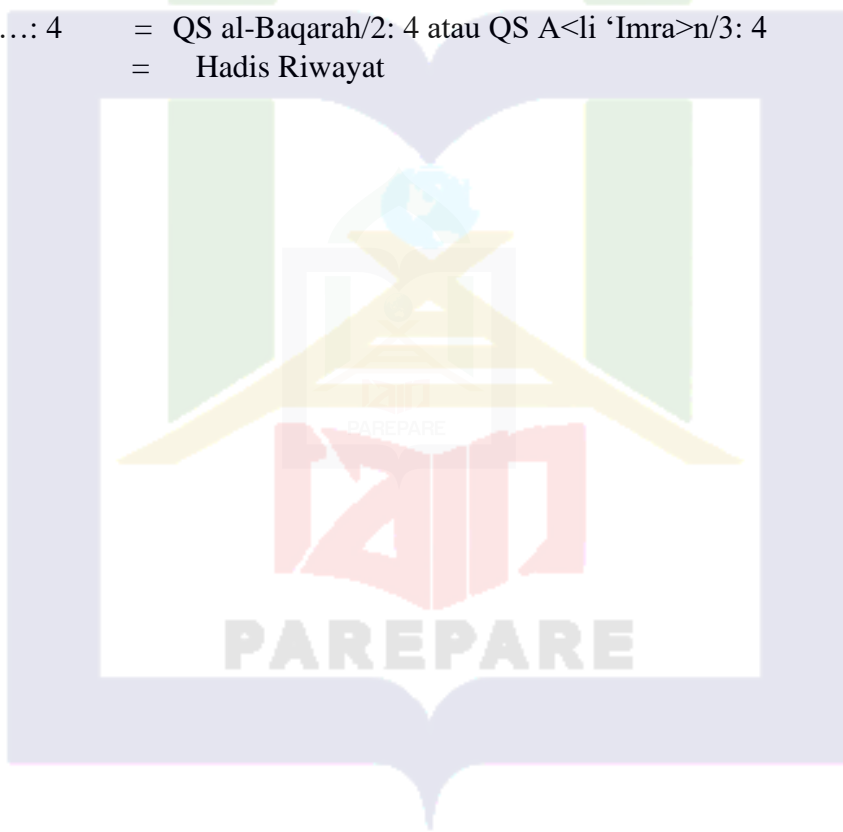
Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a>nahu> wa ta'a>la></i>
saw.	= <i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala>m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	= Hadis Riwayat



ABSTRACT

A module can be used to supplement current teaching resources, give students the chance to study independently using the topics covered in the module, increase student competency, and encourage student interest. The objectives of this research are to design of the English module for seventh grade at Walimanis integrated Islamic junior high school and to know the students' responses to the English module for seventh grade at Walimanis integrated Islamic junior high school. This module is designed to help the students in understanding the existing material individually.

This study is being conducted using a research and development (R&D) approach. The participants were junior high school students from Walimanis who were in seventh grade. In an effort to accomplish the goals, the ADDIE model was utilized. The data was collected through questionnaires. It aimed to know the expert's judgment about the module and to know the students' responses.

The design of this module is made up of the front cover, back cover, introductory word, content list, basic competence, summary, tasks, exercise, and library list. Based on the result of students' responses the mean score is 3.65, the acceptability 91%. It is in "high" categories. The result of English teacher' responses is in "high" categories as well, the acceptability rate in the range of score with $3,50 < X \leq 3.74$ with percentage of 84%-92% have good categories. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module

Keyword: English Module, Research And Development, English Material

تجريد البحث

الإسم : نور الخير النساء
رقم التسجيل : 100،3120،91
موضوع الرسالة : تطوير مادة اللغة الإنجليزية للصف السابع من مدرسة ولي مانيس الإسلامية المتوسطة

يمكن استخدام وحدة لتكملة الموارد التعليمية الموجودة، توفير الفرص للطلاب للدراسة بشكل مستقل باستخدام الموضوعات التي يتم تناولها في الوحدة، تحسين كفاءة الطلاب، وتشجيع اهتمام الطلاب. الهدف من هذا البحث هو لتصميم وحدة اللغة الإنجليزية للصف السابع في مدرسة وليمانس الإسلامية المتوسطة المتكاملة ولمعرفة ردود الطلاب على وحدة اللغة الإنجليزية للصف السابع في مدرسة وليمانس الإسلامية المتوسطة المتكاملة. تم تصميم هذه الوحدة لمساعدة الطلاب في فهم المواد الموجودة بشكل فردي.

تم إجراء هذا البحث باستخدام نهج البحث والتطوير (R & D) كان المشاركون في هذه الدراسة من طلاب مدرسة ولي مانيس الإسلامية المتوسطة المتكاملة في الفصل السابع. في محاولة لتحقيق الهدف ، يتم استخدام نموذج ADDIE. تم جمع البيانات من خلال استبيان. يهدف هذا إلى معرفة تقييم الخبير للوحدة ومعرفة استجابة الطالب.

يتكون تصميم هذه الوحدة من الغلاف الأمامي والغلاف الخلفي والمقدمة وجدول المحتويات والكفاءات الأساسية والملخص والمهام والتمارين والبيبلوغرافيا. بناءً على نتائج استجابات الطلاب، تم الحصول على متوسط قيمة 3.65 بمستوى قبول 91%. يتم تضمينه في فئة "عالية". كانت نتائج استجابات مدرس اللغة الإنجليزية أيضاً في فئة "عالية"، يقع مستوى القبول في نطاق الدرجات 3.50 (3،74) بنسبة 84% - 92% لديه فئة جيدة. وبالتالي ، يمكن استنتاج أن النتيجة النهائية لتطوير هذه الوحدة يمكن استخدامها كوحدة نمطية

الكلمات الرئيسية : وحدة اللغة الإنجليزية، البحث والتطوير، مادة اللغة الإنجليزية.



ABSTRAK

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Judul Tesis : Pengembangan Modul Bahasa Inggris Untuk Kelas Tujuh Smp Islam Walimanis

Sebuah modul dapat digunakan untuk melengkapi sumber daya pengajaran yang ada, memberikan kesempatan kepada siswa untuk belajar secara mandiri dengan menggunakan topik-topik yang tercakup dalam modul, meningkatkan kompetensi siswa, dan mendorong minat siswa. Tujuan dari penelitian ini adalah untuk merancang modul bahasa Inggris untuk kelas tujuh di SMP Islam Terpadu Walimanis dan untuk mengetahui tanggapan siswa terhadap modul bahasa Inggris untuk kelas tujuh di SMP Islam Terpadu Walimanis. Modul ini dirancang untuk membantu siswa dalam memahami materi yang ada secara individu.

Penelitian ini dilakukan dengan menggunakan pendekatan penelitian dan pengembangan (R&D). Partisipan penelitian ini adalah siswa SMP Islam Terpadu Walimanis yang duduk di kelas VII. Dalam upaya mencapai tujuan, model ADDIE digunakan. Data dikumpulkan melalui kuesioner. Hal ini bertujuan untuk mengetahui penilaian ahli tentang modul dan untuk mengetahui respon siswa.

Desain modul ini terdiri dari sampul depan, sampul belakang, kata pengantar, daftar isi, kompetensi dasar, rangkuman, tugas, latihan, dan daftar pustaka. Berdasarkan hasil respon siswa diperoleh nilai rata-rata 3,65 dengan tingkat keberterimaan 91%. Hal ini termasuk dalam kategori "tinggi". Hasil tanggapan guru bahasa Inggris juga berada dalam kategori "tinggi", tingkat akseptabilitas berada pada rentang skor $3,50 < X \leq 3,74$ dengan persentase 84% - 92% memiliki kategori baik. Dengan demikian, dapat disimpulkan bahwa hasil akhir dari pengembangan modul ini layak digunakan sebagai modul

Kata kunci: *Modul Bahasa Inggris, Penelitian dan Pengembangan,*

CHAPTER I INTRODUCTION

A. Background

The fluency of practicing English is related to the teachers' and learners' roles in learning the lessons. By providing the learners with communicative and successful learning opportunities, many challenges and opportunities should not be ignored in encouraging learners in any situation to improve their language competence. This is argued by Richards that communicative language teaching requires learners to take part in the process of language learning. This can help learners communicate freely in expressing ideas and comprehend their English subject easily (Vanessa et al., 2019). Moreover, creating interactive teaching strategies, methods, learning tools, and some other instructional media becomes the weapons for teachers to build up the learners' motivation for learning (Riza et al., 2018).

A creative and innovative teacher will help the learners build up their spirit and skills by considering their different situations with what is really suitable as their contextual condition. Moreover, in Law No.20 of 2013, it states that: "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed for him, society, nation, and country."

Education plays an important role in improving human resources (Hasma Mahalerang, et al., 2018). So that is why in education we need some processes to be paid attention to in order to achieve the success of learning. The use of teaching materials is not appropriate because it causes the message delivered by the teacher to be less understood by students. The role of teaching materials can not be seen if their use is not according to the learning objective, so the teaching material can not support the learning process.

One of the factors for developing and encouraging the learners' competence comes from the quality of their English teaching materials. To confer, they have to explain and prepare a teaching plan in a sustainable phase that needs many preferences taken from the textbooks. To support this major aspect of teaching, creating English modules has to be taken into account by those teachers who teach English as a subject. A Module is one of the teaching materials that can be used. Suprawoto said a module is a learning source that is arranged systematically, contains learning material, learning objectives based on basic competencies, and provides opportunities for students to test themselves through the exercises presented in the module (Agnes Amila wigati, et al., 2015). Modifying the English module for the learners' learning materials based on what they need is important. Furthermore, the textbook should take into account what learners truly require (Michel, Y.K, 2018).

Walimanis integrated Islamic junior high school is a school that has only been established for more than 2 years. This school is located in Palu City, Tinombo Village. Books of teaching materials used in this school can only be understood by teachers. The textbooks used also do not use varied colors or pictures. The only color in the book is on the cover. The color of the contents of the written material uses only one color, namely black.

Based on the initial observation, the researcher found that the students experienced difficulties in understanding the book used by the teacher. In the open interview, the researcher asked the student what things were difficult for them. The students answered that the book being used does not contain a clear explanation of each material presented in each chapter. The book can only be understood by the teacher.

Based on the problem found, the researcher made a module that can be used by students and contained complete and clear details of the material and exercises per chapter. This module has attention to the reading, speaking, listening and writing skills in the exercise part.

B. Research Question

Based on the description of the situation faced by the students and all the educational process in an integrated Islamic school, the writer formulated the problems statement as follows:

1. How is the design of the English module for seventh grade at Walimanis integrated Islamic junior high school?
2. How are the students' responses to the English module for seventh grade at Walimanis integrated Islamic junior high school ?

C. Objective of the Research

Related to the formulation of the problem above, the objectives of this study are as follows:

1. To design of the English module for seventh grade at Walimanis integrated Islamic junior high school.
2. To know the students' responses to the English module for seventh grade at Walimanis integrated Islamic junior high school.

D. Significant of the Research

The significant of the research is expected to bring benefits:

1. Theoretical Significant

The significance of this study is to contribute ideas or even to familiarize and expand knowledge about the development of English.

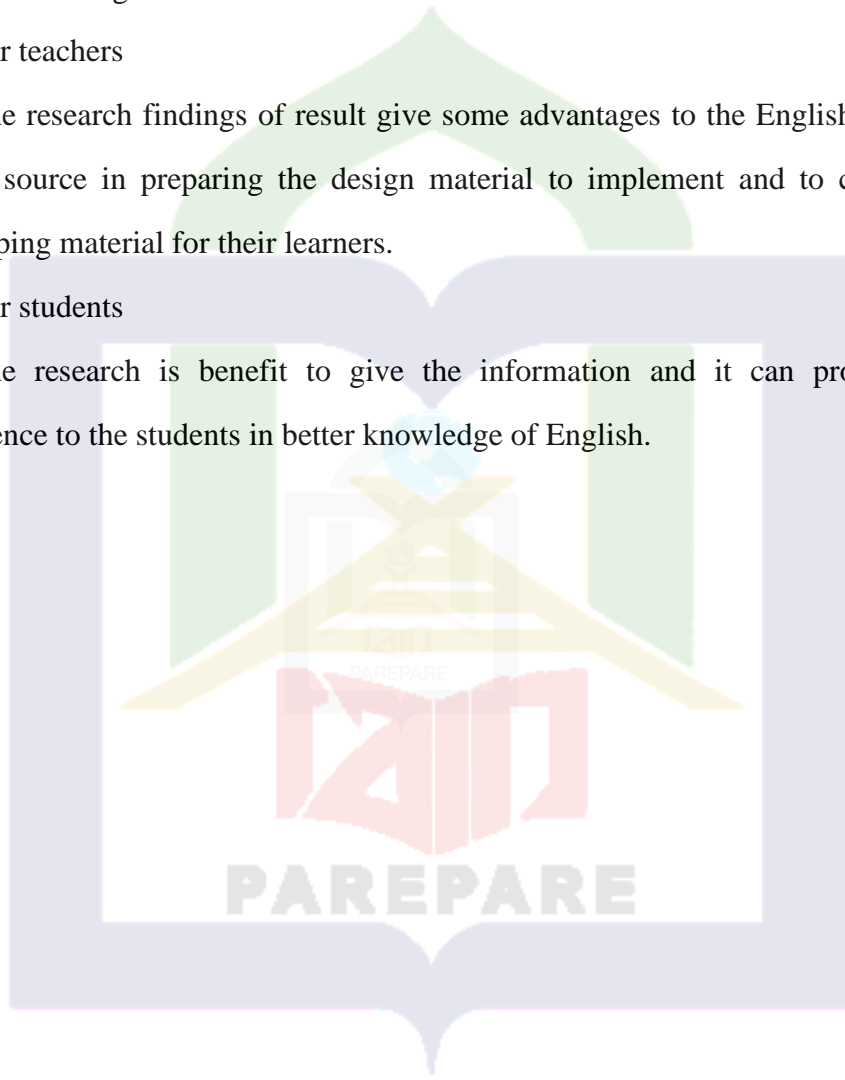
2. Practical Significant

- a. For teachers

The research findings of result give some advantages to the English teachers as the source in preparing the design material to implement and to create the developing material for their learners.

- b. For students

The research is benefit to give the information and it can provide the experience to the students in better knowledge of English.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

In this part of research, the researcher reported some research findings related to her research of developing English materials as in the following description :

The first study was Imah Fitriyah (2018) who has finished her research on "Developing English material for Islamic Education Students of IAIN Kediri", the R&D was used in this study which is done to develop instructional materials with the principles of Contextual Teaching and Learning (CTL) for Islamic education students in the State Islamic Institute of Kediri or IAIN Kediri. The result shows that through the entire steps of research and development, the materials are trustworthy and appropriate to apply at Tarbiyah Faculty at IAIN Kediri.

The second study was Roza Anggraini (2019), "developing English reading materials for the eighth grade of Islamic junior high school Jambi." The aim of this research was to develop reading comprehension materials for the eighth grade students of Asas Islamiyah Islamic Junior High School Jambi. The R&D was employed in this study and after being validated and revised by the expert and researcher, the result shows that 100% of the responses from the data analysis and students are suitable for the textbook created by the researcher.

The third study was Miftahul Khair (2015), "developing English learning materials for young learners based on needs analysis at MTsN model Makassar". The result of the research shows that the third grade students of MTsN Model Makassar use the textbook with many aspects of topics that can improve their speaking ability and the creation of English learning materials for students called

"speaking materials," which consist of six main topics and 18 activities to improve students' speaking ability.

The fourth study was one that Mahirah and Salpidata carried out in 2018. The study's objective was to compile all available information on the production of English-language material. A research and development research design was used for this investigation. When developing materials, the researcher used the ADDIE paradigm. Based on the results of the preliminary study's need analysis, a systematic plan for producing descriptive materials related to the curriculum was first developed. The systematic teaching of English is appropriate with the learning activities once implementation is complete and is based on the results of the analyst and observer. In order to check all of the resources in a Module, the expert thirdly confirmed the systematic content of the materials and declared that they were suitable for use.

The fifth study conducted by Ana Masruroh In 2015, titled "Developing Writing Module of Short Story Based on Experiential Learning in Junior High School," employed a Research and Development Design methodology. The research comprised three stages: information gathering, product design, and product development. Data were collected through questionnaires, interviews, textbook analyses, product validation, and tests. The study focused on three schools in Purworejo, Central Java: SMP N 6 Purworejo, SMP N 17 Purworejo, and MTs N Purworejo, with a total of 92 pupils participating as subjects. The research received validation from teachers in the aspects of language (4.66, indicating very good), material development (4.68, indicating very good), and graphics (4.71, indicating very good). Moreover, the developed module is now available for use.

The researcher concludes that some of those results and methods of research focus on creating the English textbook in general, such as the speaking and reading aspects, are the best ways to improve the students' skills in English. The difference between those researches and the researcher's is the kind of English material. This module is not concerned with one skill but the whole material for seventh grade. This module can be used by students, and the exercise will contain four skills. After designing the module, the researcher will also give a questionnaire to the students to find out their response. so that researchers can also find out whether the module made is suitable for use. To this end, the writer, with her arrangement of designing the English module for teaching English, pays attention to the creative and innovative ways for the students to understand the material well in the 7th grade of Walimanis integrated Islamic junior high school.

B. English Learning Material

1. Theory of learning

Talking about theory of learning, there have been many theories that explain how individuals acquire, organize, deploy skills and language. There are various authors who had classified these theories of learning. In this part of the research, the writer tries to describe, delivered and explain these theories namely behaviorism, cognitivism and constructivism.

1. Behaviorism

Ormrod in Jones (2016:56) determines the behavioral learning theories were among the first to develop and were the first to be used in the U.S. Educational system. They continue to be pervasive. He also added that some historical supported the behavioral research and theories such as the studying of humans and animals that learn in similar ways, studying stimuli and response objectives of the

learning process, studying of thoughts, motives and emotions, learning involves changing behaviour and the condition of behaviour.

The aspects of human behavior become the first concern of this theory. The development of human mostly appear when they do their habitual action which is predictable and it is repeated many times although it will turn to be changed however their emotions and thoughts could be predicted in different situation of life.

Zhou (2017:7) states that Behaviorism focuses on the aspects of human behavior that can be observed and measured. According to behaviorist learning theories, changes in behavior result from the associations made by the learner between stimuli and responses. The emphasis is on the observable actions of behavior rather than thoughts and emotions. This approach aims to explain and observe how habits are formed.

Zhou suggests that behaviorist techniques have been widely used in education as a practical theory for classroom teaching and learning. These techniques include contracts, consequences, reinforcement, and extinction.

a. Contracts Simple contracts can assist learners in directing their behavior change. This approach is helpful for teachers when creating agreements with students, such as assigning tasks and involving parents in supporting their completion at home.

b. Consequences occur immediately following a behavior. Consequences can be positive or negative, expected or unexpected, immediate or long-term, extrinsic or intrinsic, material or symbolic (such as receiving a failing grade), emotional/interpersonal, or even unconscious. Consequences occur after the “target” behavior takes place, and positive or negative reinforcement may be

applied. Positive reinforcement involves presenting a stimulus that increases the likelihood of a response.

c. Reinforcement takes two forms: negative and positive habits. Positive reinforcement is used to enhance desired behavior, while negative reinforcement aims to eliminate negative habits in order to foster discipline in learners as long as they abide by the rules.

2. Cognitivism

Muhajirah (2020:38) explained the Cognitive psychology as a branch of general psychology. It includes scientific studies of the symptoms of mental life insofar as it relates to the way humans think in gaining knowledge, processing impressions that enter through the senses, solving problems, digging up memories of expertise and work procedures needed in everyday life.

Ormord (2016:6) emphasized that cognitivism is the predominant theoretical perspective for studying human learning today. It focuses on the cognitive process of how people interpret, remember, perceive, and in other ways think about environmental events. It is classified that cognitivism focusing on human learning which is differs form animals learn, learning is a mental activity and may not result in behavioral changes, knowledge is organized and connected to the person' knowledge, beliefs, attitudes.

In other words, cognitivism focuses on the idea that students process information they receive rather than just responding to a stimulus. In other word, in cognitivism theory, learning occurs when the student reorganizes information, either by finding new explanations or adapting old ones. Coginitivism theory different with the behaviorism which observed the human thoughts and emotions rather than their behaviour.

Learning occurs when the students reorganizes the information from their finding of new explanation or trying to adapt the old information. Cognitivism focuses with the environment and education which has its potential to be measured in helping human use their solving problems when facing troubles. This is how the human fix their situation by thinking or knowing their situation.

Cognitive theorists believe that learning involves the integration of events into an active storage system comprised of organizational structures termed schemata. Grider, Clint (1987 :3) assumed that this schemata serve a number of function in human cognition or in other word learners storing new information in their long-term memory and needed a frameworks to selective organize and process that new information to be understood. Dole (2014:2) makes clear that the cognitive used to help learners in learning vocabularies, mathematics, spelling and writing subject.

As explained above that the cognitive users focuses on the rules they create to get their new information. A thinking higher need a full concentration in order to be understood by the learners. Related to this research, the writer found the learners textbook fully with text of reading, conversation however there was no effective roles that help learners memorize and interpret what the book tells about. So that, as the solving of this problem, teachers need to modify their materials as the new needed subject to be learned In classroom. Both behavior and cognitive theory are most benefit to be comprehended by the teachers so that they can really understand the learners situation.

3. Constructivism

Different from the cognitive and behavioral theory of learning, This theory of learning involved both in experience and environment as human resource in

finding their knowledge and education. As taught by Bednar et al in Pratiwi (2017:16) that constructivism is a theory that equates learning with creating meaning from experience even though constructivism is considered to be a branch of cognitivism (both conceive of learning as a mental activity), it distinguishes itself from traditional cognitive theories in a number of ways.

Constructivists use both the environment and experiences. This theory believes that experience also is the best way in examine the learners' knowledge and they do not only focus with the filter or input that the learners got but also having many experiences will help and give change to the learners in doing their learning activity.

Dale (2012:231) assumed that the constructivism differs on how much they interact in knowledge to social interaction with teachers, peers and parents. To understand material well, learners must discover the basic principles, as Anna did in the opening lesson. Constructivists differ in the extent to which they ascribe this function entirely to learners. Some believe that mental structures come to reflect reality, whereas others (radical constructivists) believe that the individual's mental world is the only reality.

By ensuring that the construct the learning from the learners' idea they not only can up dating their mind but also they demanded to interact each other. Furthermore, this theory is the innovation for better learners because they do not only valued by the computer from their respond which do not need their knowledge enhance from behaviorism or their experience become the model that explains in cognitivism but the last three common theories has more power to motivate the learners in showing their ideas and their skills because they are the center of the learning.

2. Learning Media

In more detail, Arsyad states that "graphic, photographic, or electronic instruments for acquiring, processing, and rearranging visual or spoken information tend to be perceived as the medium in the teaching and learning process. In a nutshell, the media is a tool for delivering educational messages. "Learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed, so that it can achieve learning goals better and perfect," Kustandi & Sutjipto concluded (Yohana, 2017).

With limited resources and class time, educators can benefit from the use of media in learning. The media serves as a resource for both practice questions and information on instructional material. The individual differences among students—their learning preferences, cognitive capacities, rates of learning, and socioeconomic backgrounds—have an impact on the quality of learning as well.

The advancement of science and technology is promoting renewed initiatives in the application of technological results in the educational process. Teachers must be able to use the equipment that schools may offer. The instructor can at least make use of low-cost, effective instruments that, while straightforward, are crucial in the endeavor to meet the anticipated educational objectives. In addition to being able to use the tools at their disposal, teachers must also learn how to create instructional media that can be used in the absence of accessible resources.

Teachers must therefore be sufficiently knowledgeable about and adept at using learning material. One significant element of learning resources is learning

media. The success of learning is also influenced by the availability of educational media. Learning media are described as communication tools that are used to spread messages or educational information by Sadiman et al. Additionally, using learning media can increase students' comprehension of the subject being taught as well as spark their interest in it. From some of the aforementioned knowledge, it can be inferred that learning media is a tool used in education to assist teachers in sharing or transferring knowledge.

3. Definition of Material

Teaching English needs many components to be learned and adapted by the teachers, and material preparation is one of the important aspects to be available in their classroom. The tools of learning from textbooks, videos, and other media that teachers rely on greatly depend on a diverse range of materials to support them in the learning process.

As stated by Tomlinson, "material" is anything which is used to help teach language to the learners (Fitriah, 2020). It can be in the form of a textbook, a workbook, a cassette, a video, a newspaper, etc., or in other words, it can be anything used by the teachers in order to develop and increase the learners' knowledge and experience of language. Through the utilization of learning tools and media technology, there are many ways of improving the learners' skills and competences.

It is known that teaching English sometimes gets teachers very different points of view of what they should do to complete their subject. However, what has been stated above is a quandary in defining the available textbook on media teaching preparation. As a result, they taught their subject naturally while neglecting those material components.

The material is used to influence the language used in the classroom as well as the quality of classroom interaction (Rohmah & Khairul, 2015). Whatever methods and techniques to make the interaction successful are used by the teachers, they have to consider the learners' needs. Because nowadays, teachers only teach by relying on the textbook content without paying attention to the quality of the textbook.

Even if the book only focuses on one English skill, the textbook, a collection of English subjects with varying content, pictures, explanations, and evaluation, should encourage students to improve their communication skills. However, the above statement stated that whatever material is applied by the teachers, they have to think about their learners before giving the subject in order to avoid a misunderstanding of what the learners are given and what they have to learn.

It has been concluded by Yohana (2015) that a number of advantages in teaching English could be taken from the process of giving material, such as providing linguistic input, context of learning, and also guidance for the teachers. Hence, a set of teaching components are contained to support the learners' content of lessons, skills, and their practical language.

Material becomes very crucial to developing and evaluating the learners' progress. Teachers' experience and their effort in providing the modified textbook were hoped to be more useful as their learning tools in helping learners find their ways to develop their strategy and to solve their complicated subjects in the classroom.

4. Criteria of good English Learning Materials

Material as a learning tool is not easy to teach and has become an important part of most English teaching programs. To support teachers' teaching and

students' achievement of learning, a set of learning tools should be prepared for the successful classroom. Using pictures, internet searching, media learning, and video learning are commonly useful and provide many advantages for learners. Therefore, many teachers have spent their time creating, modifying, adapting, and evaluating good materials and textbooks for learners.

The definition of good material should be considered by indicating the purpose of the material and the needs analysis of the learners should be taken into account. The benefit of that material, whether or not the material benefits the learners' progress. Some principals of good and objective material are considered with some principals (Rohmah & Khairul, 2015).

- a. The materials entice students to learn. The attraction of the material should give feedback to the students, which creates an effective classroom full of activities in fun and creative ways to make the class more alive. The content of its materials changes the students' motivation, skills, and knowledge in ways that involve the contributions of both teachers and students.
- b. Material designed by the teachers must be systematic and well-organized to support the learning process. A material which will be taught should consider many aspects of the skills of English in order to maximize the lesson and students' activity by considering the variety of preferences, ideas, and supporting subjects..
- c. Material should consider the nature of language and learning,
- d. Materials reflect the nature of the learning task,
- e. Materials can provide a useful function that makes the teacher possible to expand her training basis.
- f. Material should provide correct and appropriate language use.

The above principals are some ways of paying attention when teachers are trying to prepare the classroom, mostly prepared well by some teachers as the fulfillment of today's rules of learning. By ignoring them, there won't be an effective classroom with the students' better skills and achievement. Moreover, teachers' challenges of teaching are not only talking about how they prepare their lesson but also the integrated and communicative advantages material has.

English materials should always be designed with effective teaching and learning in mind. However, the theory and steps are the basic factors in creating the material without ignoring the curriculum. As long as the teachers do not neglect their professionalism and the educational rules of the school, effective materials will be created.

Many teachers ignore the benefit content of material, which is very useful in helping learners understand the topic. Such as in the above principals of giving authentic material and encouraging both right and left-brained learners' emotions when trying to explore their ideas. A positive impression could be seen from the authentic material, which involves language input and skill development, a positive impression in learners' minds, and also useful information to deal with the language (Ahmed, 2017).

There are many ways of having an effective class for the learning feedback of teachers and learners. Not ignoring the usefulness of authentic material, it helps teachers find many sources and supporting ideas to be explored and completed based on the topic of their subject. Real communication, with its interactive activity, might be sown from that which contributes to language use.

The implication of teaching should provide a stimulus for more confidence, not only motivated by the teachers but also from the factor of the material itself.

To help teachers improve their teaching creativity in preparing the materials, Tomlinson (2008) suggests some ways for English Foreign Learners as follows:

- a. The material is not only accurate and fluent but also belongs in the category of effective communicators as the specific target outcomes for the learners.
- b. Using evaluation criteria to assist learners in gaining information before and after material production.
- c. Make use of mental imaging, inner speech, and the learner's prior experience to enable linguistically low-level learners to participate in activities which match their intellectual and emotional maturity.
- d. Focus more on learners' exposure to language in use, discovery, and exploration.
- e. Provide more opportunities for extensive reading, listening, and viewing.

The material of the textbook has to be made clear as the suitable approaches. A learner's culture and learners' skills will match the content of the material completely so that it will satisfy the learners' needs and wants. The design material was created with the curriculum of education in mind, and the teacher hoped to create their best teaching and maximize learning.

By considering some of the methods involved in the topic above, the writer develops a thorough plan and point of view in order to provide learners with objective and appropriate material. In this case, the material given in the 7th grade Walimanis integrated Islamic junior high school needs to be modified. The subject's content is less authentic visual material and less clear explanation.

5. The Types of English Learning Material

- a. Authentic material

Particularly learning a foreign language inspired linguists to study in the discipline of philology to develop an efficient method of knowledge acquisition. Due to the importance of foreign languages in contemporary culture, educators have developed innovative methods for teaching them that will produce students who meet their demands and exceed their expectations. Their ability to learn seems to be greatly enhanced by the usage of authentic materials. Using realistic resources in the classroom, in accordance with Joraboyev (2021), encourages students to engage in learning activities and helps them feel at ease when learning a foreign language. Teachers can supplement their lessons with authentic content to help students improve their general learning skills.

Students are also interested in this authentic content since the teacher makes decisions that take into account their needs and interests. Furthermore, Jacobson (2003) suggested that these pupils might create their own writing as real material. Writing notes is a part of authentic writing. Teachers aim to contextualize their students' learning in their lives and deliver literacy instruction using materials that students will use in their daily lives by developing materials and activities that reflect students' backgrounds, interests, and experiences. As a result, students can engage in the activity with greater enthusiasm.

b. Non-authentic material

Non-authentic teaching materials are produced and selected solely for educational reasons, according to Febrina (2017). Furthermore, non-authentic content, according to Nematollahi and Maghsoudi (2015), simply emphasizes the language the teacher wishes to teach. The vocabulary utilized is significantly different from actual life because it is manufactured. Therefore, it is not advised to use the material to teach reading skills. The materials are too simple for beginners because they are created and designed to meet the needs of the students, the

vocabulary may be the same as what the students need, and the preparation of texts on learning materials and learning activities in the classroom is not laborious and takes a lot of time.

6. Need For Teaching Learning Materials

To have a better understanding of the materials management of concepts and views, learners need more material to adapt their knowledge and their context of learning. Using a variety of interesting materials seems to help learners better understand their lessons and make their days or follow the process of their finding new knowledge and their classroom more interesting (Rimadanti, Uci Sherly, 2018).

In order for teachers to fulfill their compatibility with the learners, the facilitation to teach is not only prepared from the textbook but also has to consider the learners in aspects of their limitations in understanding and interpreting their subject. relevant to the teaching context. teachers. The concentrate material must at the very least stand for the learners in both psychological and educational terms. Some points of giving the materials based on the learners' competences and situational as described as follows:

- a. Learning of new concepts becomes easier if the learner is presented with familiar materials related to the concept.
- b. Senses are the gateway of learning. Perceptions become clearer when things are sensed in different ways such giving respond and feedback for the learners such as seeing, hearing, touching, tasting and smelling.

- c. A variety of English interactive communication and the theme of the book are easily to be understood. By preparing some facilitation of teaching, the media learning should be prepared to build up the learners creativity
- d. Teaching learning management is needed for effective self-learning with use appropriate materials, one can learn at his or her pace of learning.
- e. It is demand that being humble and adapting a good attitude such being very friendly to the learners.

As the clear description of being a good teacher in contextualized the learners' condition above, some rules should be tried in order that the learners will be motivated to follow the learning process. The needs analysis of learners has also been observed and found by some authors to be very useful in helping learners very closely understand their feelings and emotions. The needs analysis is directed mainly at the goals and content of a course. He also explained clearly that need analysis examines what the learners already know and what they need to know (Pratiwi & Gandi Nur, 2013).

To avoid unsuccessful English learning materials, the skills of English also must be paid attention to. Teachers do not force the learners to master what the teachers know better while ignoring the learners' knowledge of English. Because the preparation of the material involves many instruction processes, the integrated character of the learners and their school are taken into account. The integration of religious characters and local wisdom into English material and textbook arrangement (Darmayanti & Luli, 2021).

As things line up. The writer, in this case, will rearrange the textbook or even the material variation to have the most suitable material and learning tools. This research, as stated by the writer, is for the purpose of making an appropriate English textbook as the teaching subject that will be used by the learners.

C. Material Development

1. Definition of Material Development

It is understood that the learners' changes come from the development of their strategy of learning and the support of an appropriate and updated language teaching progress. The development of the material must always be planned, implemented, evaluated, and adapted very carefully in order to get better communication between teachers and learners.

Development itself indicates that it is acceptable and regularly implies improvement. Developing material is something that is profoundly recommended because the development always refers to something positive and has a benefit (Azizah, 2016). Related to the language teaching program, the development of the material is always done to develop the learners' competences.

For some authors, they believe that development is a process to make existing potential become something better and more useful. Furthermore, for a teacher, material development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course (Pratiwi & Gandi, 2013).

In many ways, this becomes the assignment for the teachers when teaching the lessons based on their needs. The modifying materials are one aspect to be taken into account.

According to Tomlinson, material development is a practical undertaking involving the production, evaluation, adaptation, and exploitation of materials

intended to facilitate language acquisition and development (Tomlison & Brian, 2016).

It is also a field of academic study investigating the principles and procedures of the design, writing, implementation, evaluation, and analysis of learning materials. In addition, Tomlinson define material development as having come a long way in a comparatively short time, and ahead lie exciting possibilities in the development of digital materials, materials for blended learning, and research into their actual effectiveness in facilitating communicative competence (Tomlison et al., 2017).

It could not be ignored that in developing the learners' teachers' skills, teachers needed material to be developed with the planning and its tools of teaching. The success of this knowledge has been used to help the learners find their ways of comprehending their lessons. Although there are still many challenges, the teachers must be ready both in material preparation and in technology utilization.

The development of materials was also defined by Carter and Nunan as the success of effective teaching and effective design in developing teachers' awareness of methodological options as the improvement of preparing learning to be used in the process of learning in the classroom (Azizah, 2019). The awareness of teachers included acquisition, sociolinguistics, psycholinguistics, language analysis, discourse analysis, and pragmatics

In order to alleviate the learners' concerns about being taught difficult material, the role of the teacher must also boost the learners' confidence so that they are not afraid to express themselves. As a result, teachers' competence and experience will continuously increase in the process of developing the materials without facing many difficulties in adapting, evaluating, adding, and reducing the process of modifying materials.

2. Principles in Developing Materials

There are some procedures for developing materials for teachers to complete their teaching purposes. In contrast with the previous chapter, which explains the criteria of English learning material, in this part the writer describes some of the principles in specific items to be learned either from the teachers or from the learners. The developing materials involve the designing of language course materials that have to be revised, analyzed, and given to the students.

According to what Tomlinson proposed, the basic principles in developing materials for language teaching are (Rochmawati, 2012):

- a. Material should accept impacts
- b. Materials should help learners to feel at ease
- c. Material should help learners to develop confidence

- d. What is being taught should be perceived by learners as relevant and useful
- e. Materials should require and facilitate learners' self-investment
- f. Learners must be ready to acquire the point being taught
- g. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- h. Material should take into account that learners have different learning style.
- i. Materials should take into account that learners differ in effective attitudes
- j. Material should permit a silent period at the beginning of interaction.
- k. Material should not rely too much on controlled practice
- l. Materials should provide opportunities for outcome feedback

In the specific development of material teaching, the material does not only consist of having good content or variation to be taught, but some principles become teachers' guidance in developing the learners' criteria. As stated by many authors before, every component of the teaching process is important in increasing the learners' So that the communicative implementation itself is also taken into account rather than standing on an old way of teaching.

As stated by Crawford, the materials evidently reflect the writers' views of language theory and learning. Some points that are important to be considered are (Michel, Y.K., 2018):

- a. Language is functional and must be contextualized.

The purpose of the learning basics is the curriculum and syllabus, which means that these English subjects are always determined before giving the

material. All of the learners' aspects, such as skills, needs, and comprehension, are matched with the designing of the material and the experience of the learners.

b. Language development requires learner engagement in the purposeful use of language.

Having good communication among learners and teachers was signed as an effective class learning strategy. Language teaching materials should involve good communication in which minds and feelings are opened in order for the teachers to pay attention to the learners' progress.

c. The language used should be realistic and authentic.

The use of language and material implementation should be realistic and authentic, which means that it is better to give a topic to a real issue and experience of life rather than choose an abstract to be discussed by the learners. Preparing learning media with current topics from magazines, news, and technology-related material will assist learners in comprehending and communicating with others.

d. Classroom materials will usually seek to include an audio visual component.

It is believed that having many views on the same subject from one lesson improves the learners' exploring ideas and they can even add some new topics to be discussed without engaging teachers too much in explaining the subject. Creating a good character for the topic to be discussed, creating an attractive class.

As implied by Crawford above, both affective and cognitive aspects of learning must be involved in helping learners better understand the lesson without overly involving teachers in explaining the lesson. Paying more attention to the

quality of learners' communication input with authentic materials rather than an abstract as the subject of the given material in designing the material, teachers also need to consider the condition of the learners so that the subject will be well-prepared in suitable function and in contextual situation.

The writer hopes that the design of the material she will prepare will be compatible with those learning principles and procedures. The writer discovered that the quality of the textbook was less authentic and realistic, and most of them did not use visuals or interesting pictures inside the textbook after being taught by the teachers at the writer's place, where she will do her research. So, it will be very useful to the writer in designing the appropriate material and textbook based on what should be learned by the learners.

3. Types and Characters of Teaching Materials

Teaching materials for some people are always associated with some collection of textbooks. For some teachers, being correlated with many complicated textbooks is enough for planning a language teaching program without considering the learners' output and their progress. On the contrary, to get an effective and attractive language teaching material, some facilitation is utilized as explained by Tomlinson. There are some ways of using the language teaching material as follows:

a. Printed Materials

Printed material is all written material, excluding non-print resources, which convey planned course information as a support for the teaching-learning process, such as textbooks, handouts, modules, etc (Jurilla in Saputri, 2018). In this case,

the researcher develops one of the developing English language skills. English-language printed materials such as books that are used in the tenth grade students' based on the 2013 curriculum.

b. Audio Materials

Nowadays, teaching materials still show many audio materials, such as the utilizing of the cassette and compact disc. Rather than using the old way, with the technology utilized in the modern era in learning listening and spoken language, teachers can easily prepare the link of YouTube and other audio learning resources that can be found easily from the internet in maximizing the teachers' process.

c. Audio Visual

As an English teacher, preparing the language teaching materials is not become something newbie. Using audio and visual learning is also mostly found in many available online language learning courses, and teachers usually involve the appropriate media learning such as preparing videos, analyzing movies, and other possible audio-visual learning which are suitable to the learners.

d. Interactive Teaching Materials

Although specific computer language learning material can be found on some websites and trusted learning links, teachers must still consider their students. They have to feel at ease to follow the learning process, and the most important point is that the learners are supported by the utilization of that technology.

For all creative materials designed with authenticity and originality in mind, For instance, when the teachers try to give the learners the common topic of text reading, they have to take into account the learners' language competence. Avoiding them makes it difficult for them to understand what the teachers taught. Therefore, both learning resources and learners' language competence should be used in the same way in order to avoid the different purposes of English language teaching materials.

4. Factors to Consider When Designing Material

There are six keys factors that have to be considered when teachers try to design their own the English language teaching material, they are :

a. Learners

Teachers, as the guidance and friends of learners, have to know their learners' situations very well. Their motivation and orientation of learning must be matched to the source of the language learning material designed by the teachers. Therefore, the learners' needs to learn easily contributed to what concept of teaching material will be created.

b. The curriculum and the context

Whatever the curriculum and context, it is the teacher's responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing material (Zhou et al., 2015). This part of designing material is very important in order to actualize the material that teachers design.

c. The resources and facilities

The resources and facilities are always in line with the tools of teachers' material delivery. They can easily help teachers with the teaching and learning

process. However, sometimes the needs of learners are different from the available facilities in their school. Therefore, teachers' creativity should be improved in every part of their teaching.

d. Personal confidence and competences

There are several factors that influence a teacher's willingness to engage in material development. This will be influenced by the teacher's level of teaching experience, perceived creativity or artistic skills, and overall understanding of materials design and production principles. Both teachers and learners need to increase their skills in public speaking so that the learners will enjoy the learning process even though the class is full of communication language practicals.

e. Copyright compliance

Teachers need to be aware of the restrictions that copyright laws place on the copying of authentic materials, published materials, and materials downloaded from the internet for use in the classroom. This is particularly important when creating course materials that will be used by a large number of classes over time. Copyright law has implications when creating materials that include excerpts from published work.

f. Time

During the making of the design material, there are many organizing and arranging plans to maximize the making of the design English language teaching material. Block suggests a number of ways in which teachers can lighten the load,

including sharing materials with other teachers, working in a team to take turns designing and producing materials, and organizing central storage so materials are available for everyone.

An appropriate design material requires not only good preparation and arrangement, but also management of its curriculum aspects and how teachers contextualize them to the teaching material. However, those aspects must be supported by the learner's needs and their condition. By comprehending those aspects of designing English language teaching materials, the teachers then get used to arranging their learning without having to rely solely on their source of teaching from the available textbook.

It is hoped that the consistence of its changes and development will be useful for learners to comprehend their subject and increase their learning progress. The design of the material should relate to the language presented, the type of supplementary language and practiced, and provide the students' motivation. Besides that, the book should create an interesting topic for the learners' English language material.

The writer, in this case, will not only modify the material as the only source to be used in the place where she will do her research but also create the design module for the learners at Walimanis integrated Islamic junior high school. The most important point when creating the teaching material is that it is accurate, appropriate, communicative, complete, and systematic.

D. Module

Various forms of teaching materials include teaching materials in printed form , for example, worksheets, handouts, books, modules, brochures, leaflets, wicharts and others. Hamdani (2010) said Teaching materials are in the form of

audio-visual, for example, files/videos and VCDs. Teaching materials in the form of audio, for example, cassettes, radio, audio CDs. Visuals, for example, photos, drawings, models / mockups. Multimedia for example, interactive CD, computer based learning, internet.

The module is a book that includes certain educational elements for both solitary learners and classroom settings. The learning modules employed included mediated instructions and group exercises in accordance with Crittenden and Creswell. Small groups, visual aids, and a feedback mechanism were employed (Ruffi rufi, 2015). The learners and their learning outcomes can receive good feedback from well-structured modules.

The module is a voluntary book that the students can read on their own, with or without the help of the teacher (Sri wardani, et al, 2016). The module is one of the media or learning resources that promotes learners' independence and motivation to learn on their own, therefore students' awareness and engagement in their studies are crucial. Although the teacher should not be the primary source of knowledge for the pupils, they should serve as learning facilitators.

The module is interpreted as a printed learning unit (Nelfi Erlinda, 2017). A Module in Learning is a series of systems-based thematic learning activities that are adjusted to the competencies that will be student achievement. Putra (2015) stated that learning with modules allows students to learn it on their own because it has easier and varied instructions that make the student feel confident in learning it. Profit from the module is designed to be used by students because it comes naturally, so with this module, students do not have to rely on the teacher to be able to achieve what is expected competence with learning activities.

Certain modules used in learning have certain components as one of the individual characteristics, namely: 1) rational, 2) objective, 3) input tests, 4) learning activities, 5) initial test, and 6) final test (Setiawan, 2016). The module can be used for subject or competence in achieving learning objectives. So, with the module, the teacher is no longer the only source of learning. Students can learn independently, collaboratively, and through discussion (Syed et al., 2017). The learning process needs the necessary and attractive media to support it. The Module is one of the learning media that the students can focus on independently in their learning process with various problems.

Modules have several meanings with respect to self-study activities. People can learn at anytime and anywhere. Related to this, the aim of the module is to improve the efficiency and effectiveness of learning in schools, facilities, and staff so that the objectives can be achieved optimally. (E. Mulyasa: 2004). Another opinion was also expressed by Sukiman (2011), who states that the module is part of a planned unit designed to help individual students achieve learning goals. Students with high learning speed will more quickly master the material. While students with slow learning speed can learn again by repeating parts that have not been understood until they understand. Based on the above opinion, the module is one of the teaching materials designed to achieve learning objectives that are systematically organized and help the learning process by students independently.

Learning modules are learning materials that are systematically designed based on a certain curriculum and packaged in the smallest learning unit to allow them to be studied so that they can encourage the learning process in students (Rizal & Edy, 2014). Modules are created and developed with the aim of adding tools to support learning activities for both educators and students (Rully

Anggraini, 2016). The preparation of a learning module begins with the following sequence of activities (Bambang Sri, 2015):

1. Determine the title of the module to be compiled.
2. Prepare source books and other reference books.
3. Identify basic competencies, conduct studies on learning materials, and design appropriate learning activities.
4. Identify indicators of competency achievement and design the form and type of assessment that will be presented.
5. Write the module writing format.
6. Prepare a draft of the module.

The learning module has the same connotation as a learning tool that takes the place of a teacher or other teaching personnel. because it includes all instructional resources available to educational institutions. Additionally, without having to look for the sources themselves, students can rely on the information in the module to help them understand the topic they are studying in class. It is clear from the foregoing explanation of the learning module's understanding that the module serves a variety of purposes. This is consistent with Prastowo's explanation (2006), which clarifies the learning module's understanding as a type of teaching material with four functions. These tasks include:

1. Fill in for the instructional personnel.

The learning module's primary purpose is to take the position of the teaching staff, specifically teachers. The teacher's role in the classroom is to effectively communicate the subject so that pupils can understand it. This indicates that the education module ought to be capable of effectively filling that position. Additionally, the text must fully, clearly, and concisely represent the

subject matter, and it must be simple enough for pupils to read and comprehend on their own.

2. Individualized Instructional Resources.

Based on the definition of the learning module provided above, the learning module's second purpose is to serve as a stand-alone teaching resource. The module's well written content serves as the instruction for the students. so that pupils are no longer dependent on the teacher to provide them with a thorough explanation of a subject. This supports individual learning in students, which, paradoxically, fosters creativity. For more students to learn independently, it is intended that the learning module will be able to offer this feature. in order to increase creativity and reduce the workload of instructors so they can concentrate on developing into qualified and professional educators.

3. Become a tool for evaluation.

In essence, the module doesn't just include learning materials that recipients are likely to study on their own. But it also serves as a tool for measuring learning. Each learner will be able to determine whether or not his skill has increased thanks to this study module. can also determine whether there has been a decline in comprehension of the subject, which obviously requires quick attention.

4. Become a Reference Material

According to the explanation of the module's definition above, the learning module's content also qualifies it as reference material. This is because more details and information are provided in the learning module. Therefore, it is a great resource to utilize as a guide when looking for information on the module's content. This indicates that the module's content is reliable and of high quality.

Its contents must contain verifiable facts in order for it to be used as reference material that can be relied upon. Each teacher and student will be assisted in using this to locate additional resources and references as needed. A learning module's preparation should come when one has a solid knowledge of it. In order for it to fulfill the numerous requirements that are necessary for the learning module. This subsequently affects how effectively the learning module's role can be carried out. in order to lessen students' reliance on teachers being present in the classroom and to promote autonomous learning activities among them.

The module can be used to supplement existing teaching resources, give students the chance to understand concepts on their own using the explanations in the module, and can boost student competency and passion. There are several teaching media options available to educators for classroom activities. Teachers can use this medium as a tool to effectively and accurately impart information. Specifically, coherent, understandable, and clearly communicated. The learning module is one of the teaching tools that teachers frequently utilize, particularly teachers who are themselves educators. A module is simply described as a type of educational resource. Individual or group learning is used to create modules, which are then neatly organized in a methodical fashion. Additionally, it will be printed, and the students' and teaching staff's utilization of the printed results serves as a reference. The availability of this learning module then enables the entire class to keep learning. despite the fact that the absent teacher cannot teach the class for a variety of reasons. so that educational activity can continue.

E. The reason why using module

Making a course more teachable and learnable, providing a progression in level of difficulty, and creating overall coherence and structure for the course are

the reasons why it is organized into blocks or modules. According to Bloor, there are also a number of benefits to using reading module courses when learning English. The first is to assist students with identifying, comprehending, and enjoying a wide range of text kinds in English. The second goal is to make it easier for non-native English speakers who are studying in English to properly understand any mandatory reading. The third is to assist students in learning English reading techniques that they can utilize to further their specialty-related courses.

In addition to textbooks and student worksheets, the instructor should use a range of materials when teaching English to the pupils. The importance of constructing modules as one of the materials sources in the teaching of English can be attributed to a number of factors. According to Nation and Macalister, the reasons of using variety sources in teaching include using module are:

- a. A single course book does not meet the diverse needs of the learners in the class.
- b. Drawing material from a variety of sources allows the teacher to keep each lesson as close as possible to what the learners need.
- c. Learners can have a strong say in what kind of topics and what kind of material they work with. This allows teacher and learners to negotiate the syllabus during the course.
- d. Teachers have the chance to make greater use of their professional skills, such as material preparation, course planning, adaptation of activities, and multi-level teaching in one class.

e. The circumstances under which the course is taught make it difficult to find an appropriate textbook. For example, the teaching has been divided up so that one teacher deals with reading, another deals with writing and so on. Or, the class numbers are small so that learners of widely varying levels of proficiency have to be in the same class.

f. Current course books do not reflect “state of the art” knowledge in Applied Linguistics.

F. Module Quality Elements

The design and development of the module must take into account the factors that must be considered in order to produce modules that can perform the functions and roles of modules in learning. Daryanto (2013) claims there are six elements:

a. Format

Some of the things you should be aware of related to the format of the module are as follows:

1. Use a single or multiple columns format in proportion. The size and shape of the paper used should fit the use of a single or multipurpose column.
2. Use the proper paper orientation, either vertical or horizontal. Pay attention to the layout and typing style while using vertical or horizontal paper formats.
3. Use icons that are simple to capture and that highlight things that are significant or unique. A sign could consist of a picture, bold type, italics, etc.

b. Organization

1. Show maps or charts that illustrate the material covered to be discussed in modules.
2. Organize the content of the learning materials in systematic order and arrangement, making it easier for learners to understand the learning materials.

c. Attraction

The lure of the module can be placed in several parts:

1. Cover, by combining colors, illustrations, and letter size.
2. The contents of the module by placing stimuli of pictures or illustrations, printing bold, italic, underline, or color.
3. An interest exercises.
- d. Size and shape

The requirements of shape and font size on the module are:

1. Based on the traits of the learners, use easily readable letter shapes and sizes.
2. Based on the traits of the learners, use easily readable letter shapes and sizes.
3. To make reading easier, refrain from using all capital letters in the text.
- e. Space (blank)

To increase contrast in the appearance of the module, use blank space instead of text or a picture. The learners might take a break and put crucial notes in the empty spaces. Someplace to give a blank space:

1. The place around the chapter and subchapter titles.
2. Margin.
3. Space between columns.
4. Paragraph change and it starts with a capital letter.

5. Chapter or section substitution.
6. Use shapes and letters consistently from page to page.
7. Use consistent space.
8. Use consistent typing layout, both the typing pattern and the margin of typing

f. Consistency

All of the module's components—including those relating to writing style, hierarchy, letter shapes, and white space—must be consistent.

G. The school based curriculum in MTs

A curriculum is described as a collection of plans and arrangements that contain objectives, contents, and supplies in the manual for the school-based curriculum. In order to accomplish some specific educational goals, it also provides various approaches or procedures as a manual of learning activities (BSNP, 2006:4). It is impossible to isolate the development of English learning materials from the school-based curriculum in MTs of walimanis. As a government rule, it enables schools and teachers the freedom to create their own resources based on the MTs of walimanis school-based curriculum. Standard competency and basic competency are the two main components of the school-based curriculum. The entirety of the English curriculum, including standard competency and basic competency, must be learned by pupils in order to achieve a high level of proficiency. Those standard competencies and basic competencies used is curriculum 2013.

The following are the Indonesian National Education Standards for 2013, according to Indonesian Government Regulation No. 32;

- a. Competency standard

The requirements for qualifying graduate capabilities in attitudes, knowledge, and skills are called competency standards. The behavior that represents the attitude of the faithful, noble, knowledgeable, confident, and responsible in engaging successfully with the social and natural environment in a variety of interactions and presence is the ability qualification of attitudes. Knowledge must be factual, conceptual, and procedural in the fields of science, technology, art, and culture, and it must also include understanding of human nature, national, state, and civilization-related phenomena, as well as visible events. According to the researched schools and other comparable sources, the ability qualification of skills is having the capacity to think and pursue an efficient and creative in the realm of the abstract and the concrete.

b. Content standard

Content Standards are the requirements for the material's scope and level of proficiency to meet the competences of graduates in particular educational levels and disciplines. The following four categories comprise the key competencies for junior high school's seventh grade:

1. Recognize and respect their religion's precepts.
2. Respect and value sincere conduct, self-control, accountability, responsibility, kindness (tolerance, mutual aid), politeness, and self-assurance in engaging successfully with the social and natural environment in a variety of social and existential contexts.
3. Acquiring information (factual, conceptual, and procedural) based on his interest in phenomena and actual occurrences relating to science, technology, the arts, and culture.

4. Attempts, processing, and presentation in the physical (using, parsing, composition, modification, and creation) and abstract (writing, reading, counting, drawing, and fabrication) realms in accordance with what was taught in schools and other sources from the same point of view/theory.

c. Process standard

The criteria for how learning should be applied in the instructional unit in order to meet competency standards is called a process standard. The following are the curriculum's process standards:

1. Students are provided information from learners to investigate.
2. The teacher no longer serves as the only source of knowledge; instead, there are many different sources of knowledge available.
3. Textual approach to the method as supporting the use of a scientific method.
4. From competence-based learning to content-based learning.
5. Moving from incomplete learning to integrated learning.
6. From instruction that places a heavy emphasis on a single solution to the reality of instruction with multifaceted solutions.
7. From verbal learning skills applicable to the improvement of the harmony between the mental (soft skills) and physical (hard skills) abilities.
8. Education that encourages acculturation and gives pupils the tools they need to be lifelong learners.
9. Gaining knowledge on how to put the values of setting an example (ing ngarso sang tulodo), being willing to build (ing madyo mangun karso), and encouraging learners' creativity in the learning process (tut wurihandayani) into practice.
10. Learning happens in society, at school, and at home.

11. Acquiring the knowledge to put the tenet "anyone who is a teacher, who are students, and is a class anywhere" into practice.

12. Using information and communication technologies to enhance learning's effectiveness and efficiency; and

13. Understanding that each person's background and learning styles are unique.

A standard process has been developed based on the aforementioned principle, which includes planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning processes. In accordance with the Competency Standards, the learning objectives encompass the development of attitudes, knowledge, and skills in various educational units. The acquisition of competencies in the third realm follows a different psychological process. Attitudes are cultivated through activities such as receiving, executing, respecting, appreciating, and practicing. Knowledge is acquired through activities involving remembering, understanding, applying, analyzing, evaluating, and creating. Skills are obtained through various activities, including:

1. Observation, which entails reading, listening, scrutinizing, and watching. These activities aim to foster students' attitudes of seriousness, thoroughness, and curiosity in seeking information.

2. Questioning, which involves raising inquiries regarding the information observed or requesting additional information when there is a lack of understanding.

3. Gathering information or conducting experiments, which includes performing experiments, referring to sources other than textbooks, observing objects or events, or conducting interviews with experts.

4. Association or information processing, which involves processing the gathered information and observations.

5. Communication, which encompasses activities such as conveying observations and presenting conclusions in verbal or written form.

d. Teachers and Education Personnel Standards

The prerequisites and eligibility for pre-service, in-service, and mental education are teachers and education personnel standards. Although there may be certain obstacles to overcome, it is ideal that the English teaching and learning process in these classroom interactions between student-student and student lecturers can be carried out effectively.

e. Infrastructure Standards

Infrastructure standards are criteria regarding study room, a gym, a place of worship, libraries, laboratories, workshops, a playground, a place to be creative and recreation as well as other learning resources, which is required to support the learning process, including the use of information and communication technology.

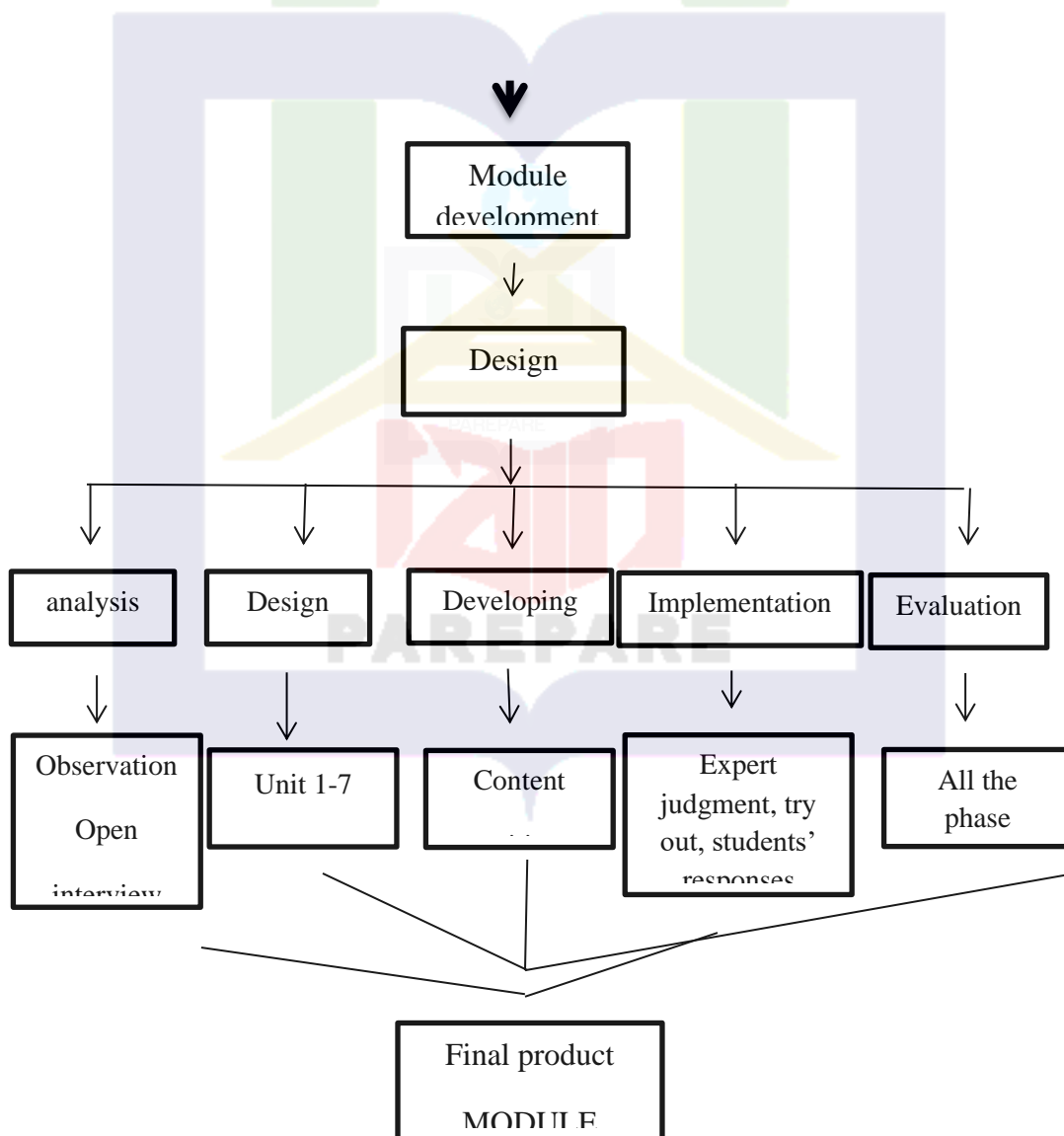
f. Education Management

Standards Management Standards are criteria on planning, implementation and supervision of educational activities at the unit level of education, district / city, provincial, or national level in order to achieve efficiency and effectiveness of education.

H. Conceptual Framework

The conceptual framework of this research is based on the problems found in Walimanis Integrated Junior High School. It was found that the 7th grade students

there were taught by the teachers by using the English subject without using the English module. This research uses the Addie model, which is divided into five phases as in the diagram. As the solving ways, the writer will design the appropriate English modul which includes all four skills in English, visual and colors supporting are taken to be account to fulfill the learners' learning and competences of English subject The conceptual framework underlying this research will be given in the following:



Picture 1. Conceptual Framework

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

The research method used in this study was research and development (R&D). This research conducted to design a student module for the seventh class of Walimanis Integrated Islamic Junior High School. Research and Development (R&D) is one of the research designs that aims to develop and validate products (N Azizah, 2019). Sukmadinata (2008) defines research and development as work done with the intention of creating new products or fixing ones that already exist. The finished result could have been software or hardware like a textbook, module, or teaching and learning tools. Research & development is distinct from other types of research since it creates new products that can be used immediately, whereas other types of research contribute to the creation of suggestions for improvements. Because it should be constrained by knowledge based on replicated empirical research and verified models and procedures, research and development study has a position as a science.

There are two different sorts of research and development studies, according to Richey and Klein (2004). The first kind, which is handled in research and development studies, goes beyond product design and development assessment. They might, however, be involved in developing and validating the design model or process as well as facilitating its effective application. The focus of research and development studies, on the other hand, is on design, development, and

assessment. Developing this module is a process of producing a product based on the curriculum and learning theory. The model of the development in this research uses ADDIE model

In concluding the quotation above, the writer explained that the designing of new materials and products and their content is matched with the development research to be applied because the new product, or in this case, the new English module book was created by the writer to help learners be more enthusiastic and be more attractive to themselves.

B. Development Model

This research used the Addie model in finishing the step of development of the module. According to Morrison, the Addie model is the framework most widely used by instructional designers. It has flexible guidelines which assist instructional designers in building effective support tools (Razali & Syahbodin, 2015). This model can be used to design teaching materials that can help the students better understand the subject. The Addie model is divided into five phases as follows:

1. Analysis

In this phase, the writer analyzes the problem and what the students need. Study the curriculum used by teachers. At this phase, the writer obtains information based on open interviews and direct observation.

2. Design

In this phase, the writer look all the information from the analysis phase and make an informed decision about creating the learning program. This phase is also known as making a design. At the design phase, the writer designs the module.

The writer at this phase adjusts the basic competencies and learning objective according to subtitles of each chapter.

3. Development

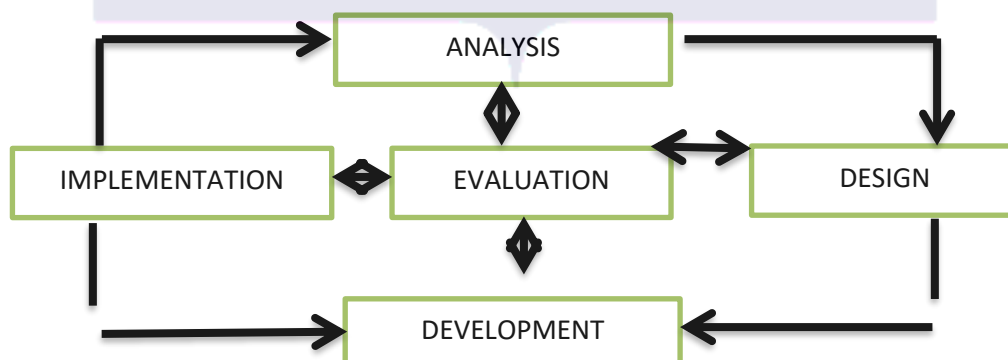
In the previous design phase, the content idea should have been decided. In this phase, the writer will make the content idea a reality. This means laying out content visually, creating graphics, choosing fonts and colors carefully to create the actual end product for the students.

4. Implementation

After the module has been created and approved, in this phase is distribute the learning end product to the students. In this phase the researcher should give attention what the students responds and how the module works.

5. Evaluation

In fact, evaluation is not a separate part but includes in each process/section in the Addie model. the cycle in the Addie model can be seen in the picture:



Picture 2. Addie Model Cycle

(Source : Adiputra, 2014)

C. Research Subject

The subject of this research is the seventh grade of walimanis integrated junior high school. The subject is selected by the writer because of the problem found in that school and the teacher uses curriculum 2013.

D. Data Collection Technique

In this research, the writer will use three kinds of research technique. They are questionnaire, and documentation technique.

1. Questionnaire

The data in this research will be collected using questionnaires. Questionnaires is a technique of data collection which is done by giving a set of question or statement to the respondent to answer. The questioner is the instrument which given to the expert. The questionnaire of students' will be given after learning process. The aim is researcher can get respond, opinion or perception about the module.

2. Documentation

The researcher will use the documentation study as syllabus and lesson plan of the teacher in order to collect the data about the theme that will be used by the teachers.

E. Technique of Data Analysis

The questionnaires will be used in the material evaluation consisted statement and responses in the form of Likert-Scale. It asks the respondent to indicate the strength of their agreement and disagreement dealing with statement given.

Table 3. 1: The Categories of Expert Judgment

No	Categories	Score
1.	Strongly relevant	4
2.	Relevant	3
3.	Not relevant	2
4.	Strongly not relevant	1

Table 3. 2: The Categories assessment acceptability rate of the students

No	Categories	Score
1.	Strongly agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly disagree	1

The data gathered from the expert is calculated by using formula proposed by Suharto (2005) to find the range or the data interval. The formula is presented below:

R : $x_h - x_l$
4

Where: **R** = range

x_h = the highest score

x_l = the lowest score

4 = range of Likert-Scale

The data is converted into descriptive statistic. It aims to summarize a given data set which cannot be represented entirely. The researcher uses mean (\bar{X}) as the indicator of measurement. The mean is calculated using the formula below:

$$\bar{X} = \frac{\sum X}{n}$$

Table 3.3: Data Conversation Table

Scale	Interval			Acceptability (%)	Descriptive Categories for expert	Descriptive Categories for acceptability
1	2.90	$< X \leq$	3.24	<75%	Poor	Low
2	3.25	$< X \leq$	3.49	75% - 83%	Fair	Medium
3	3.50	$< X \leq$	3.74	84% - 92%	Good	High
4	3.75	$< X \leq$	4.00	93% - 100%	Very good	Very high

In this research, the acceptability rate is determined with the minimum score of ($3.50 < X \leq 3.74$) with the category “High”. So, if the results of the assessment English module by students is average ($3.50 < X \leq 3.74$), the product developing

English module for seventh grade students is considered “acceptable” feasible to be used.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Analysis

The identification of problems in this study was done through the analysis of needs in the junior high school. data obtained by means of an interview with an English teacher in class VII, an interview with students, and direct observation. Based on interviews, it was determined that the teaching materials used were only the main package books that still used the issues contained in the main book and the conventional learning model. Based on student interviews and direct observations, students had less understanding of the material contained in the book package used. Students assume that the books used now do not give a clear explanation of a matter.

2. Design

After the analysis stage, the next step is the conflict stage. In the selection of teaching materials, this module aims to provide material or explanation that is more understandable by the student. In the main book, the material presented is always in the form of dialogue, so what is to be communicated from the material

is less understood by the student. Sources of material taken using books that have explanations related to class VII material. The initial design of this module is made up of the front cover, back cover, introductory word, content list (chapter 1-6), basic competence, summary, tasks, exercise, and library list.

3. Development

a. Modularity writing

This phase is a stage of preparation for English class VII modules, starting from chapter 1 to chapter 6, and includes the selection of images that match the material as well as the creation of tasks per chapter.

b. Validation module

The modules that have been created, are subsequently validated by the validators given to them. The validator selected is an experienced MTs English teacher who clearly understands the English language material of class VII. The validation module is as follows:

a) The result of expert judgment of unit one

1. The appropriateness of content

The expert judgment data of appropriateness of content of unit one is presented below.

Table 4.1. The Data Of The Appropriateness Of Content Of Unit One

No	Item	Score
1.	Material is in accordance with SK/SD	4

2.	The material contains short and simple interpersonal texts related to everyday life.	3
3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	4
5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	3
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	4
7.	The material for each unit is relevant to the topic discussed	4
8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced manner in each chapter	3
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Meteri contains a more complete explanation, making it easier for students to understand the material individually	4
	MEAN	3,60

Table 4.1 shows that the mean score of the appropriateness of content of unit one is (3.60). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$. however there are some aspects needed to be revised.

2. The appropriateness of language

The expert judgment data of appropriateness of language of unit one is presented below.

Table 4.2. The Data Of The Appropriateness Of Language Of Unit One

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	3
2.	The message presented is clear and easy to understand	4
3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	3
4.	The language used in this module is in accordance with the rules of the correct English language.	4
5.	The language of instructions in the exercise is easy to understand	4
	MEAN	3,60

Table 4.2 shows that the mean score of the appropriateness of language of unit one is (3.60). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$. however there some aspects of language needed to be revised.

3. The appropriateness of design

The expert judgment data of appropriateness of design of unit one is presented below.

Table 4.3. The Data Of The Appropriateness Of Design Of Unit One

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	4

2	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	3
4.	The develop materials use proportional font type.	3
5.	The font and colours in the materials are easily readable.	4
6.	The placement of title, text, illustration, picture captions and page number are consistent.	3
7.	Illustrations or pictures are interesting and relevant to the material	4
MEAN		3,42

Table 4.2 shows that the mean score of the appropriateness of design of unit one is (3.42). it is categorized “fair” since the mean is within the interval $3.25 < X \leq 3.49$.

b) The result of expert judgment of unit two

1. The appropriateness of content

The expert judgment data of appropriateness of content of unit two is presented below.

Table 4.4. The Data Of The Appropriateness Of Content Of Unit Two

No	Item	Score
1.	Material is in accordance with SK/SD	4
2.	The material contains short and simple interpersonal texts related to everyday life.	4
3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	3

5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	3
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	3
7.	The material for each unit is relevant to the topic discussed	4
8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced manner in each chapter	3
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Materials contains a more complete explanation, making it easier for students to understand the material individually	4
	MEAN	3,50

Table 4.4 shows that the mean score of the appropriateness of content of unit one is (3.50). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3,74$. however there are some suggestions from the expert.

2. The appropriateness of language

The expert judgment data of appropriateness of language of unit two is presented below.

Table 4.5. The Data Of The Appropriateness Of Language Of Unit Two

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	3
2.	The message presented is clear and easy to understand	4

3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	4
4.	The language used in this module is in accordance with the rules of the correct English language.	3
5.	The language of instructions in the exercise is easy to understand	4
	MEAN	3.60

Table 4.5 shows that the mean score of the appropriateness of language of unit two is (3.60). it is categorized “good” since the mean is within the interval $3.50 < X \leq 3.74$.

3. The appropriateness of design

The expert judgment data of appropriateness of design of unit two is presented below.

Table 4.6. The Data Of The Appropriateness Of Design Of Unit Two

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	3
2	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	3
4.	The develop materials use proportional font type.	3
5.	The font and colours in the materials are easily readable.	4
6.	The placement of title, text, illustration, picture captions and page number are consistent.	4

7.	Illustrations or pictures are interesting and relevant to the material	4
MEAN		3.42

Table 4.6 shows that the mean score of the appropriateness of design of unit two is (3.42). it is categorized “fair” since the mean is within the interval $3.25 < X \leq 3.49$.

c) The result of expert judgment of unit three

1. The appropriateness of content

The expert judgment data of appropriateness of content of unit three is presented below.

Table 4.7. The Data Of The Appropriateness Of Content Of Unit Three

No	Item	Score
1.	Material is in accordance with SK/SD	4
2.	The material contains short and simple interpersonal texts related to everyday life.	4
3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	4
5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	3
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	4
7.	The material for each unit is relevant to the topic discussed	3
8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced	3

	manner in each chapter	
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Materials contains a more complete explanation, making it easier for students to understand the material individually	4
	MEAN	3,60

2. The appropriateness of language

The expert judgment data of appropriateness of language of unit three is presented below.

Table 4.8. The Data Of The Appropriateness Of Language Of Unit Three

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	4
2.	The message presented is clear and easy to understand	4
3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	3
4.	The language used in this module is in accordance with the rules of the correct English language.	3

5.	The language of instructions in the exercise is easy to understand	4
MEAN		3.60

Table 4.8 shows that the mean score of the appropriateness of language of unit three is (3.60). it is categorized “good” since the mean is within the interval $3.50 < X \leq 3.74$.

3. The appropriateness of design

The expert judgment data of appropriateness of design of unit three is presented below.

Table 4.9. The Data Of The Appropriateness Of Design Of Unit Three

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	3
2	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	3
4.	The develop materials use proportional font type.	4
5.	The font and colours in the materials are easily readable.	3
6.	The placement of title, text, illustration, picture captions and page number are consistent.	4

7.	Illustrations or pictures are interesting and relevant to the material	4
MEAN		3.42

Table 4.9 shows that the mean score of the appropriateness of design of unit two is (3.42). it is categorized “fair” since the mean is within the interval $3.25 < X \leq 3.49$.

d) The result of expert judgment of unit four

1. The appropriateness of content

The expert judgment data of appropriateness of content of unit four is presented below.

Table 4.10. The Data Of The Appropriateness Of Content Of Unit Three

No	Item	Score
1.	Material is in accordance with SK/SD	4
2.	The material contains short and simple interpersonal texts related to everyday life.	3
3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	3
5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	4
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	4
7.	The material for each unit is relevant to the topic discussed	4

8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced manner in each chapter	3
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Materials contains a more complete explanation, making it easier for students to understand the material individually	4
MEAN		3.60

Table 4.10. shows that the mean score of the appropriateness of content of unit four is (3.60). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$. however there are some aspects needed to be revised.

2. The appropriateness of language

The expert judgment data of appropriateness of language of unit four is presented below.

Table 4.11. The Data Of The Appropriateness Of Language Of Unit Four

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	4
2.	The message presented is clear and easy to understand	3
3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	3
4.	The language used in this module is in accordance with the rules of the correct English language.	4
5.	The language of instructions in the exercise is easy to understand	4

	MEAN	6.60
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Table 4.11 shows that the mean score of the appropriateness of language of unit four is (3.60). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$.

3. The appropriateness of design

The expert judgment data of appropriateness of design of unit four is presented below.

Table 4.12. The Data Of The Appropriateness Of Design Of Unit Four

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	4
2	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	3
4.	The develop materials use proportional font type.	4
5.	The font and colours in the materials are easily readable.	3
6.	The placement of title, text, illustration, picture captions and page number are consistent.	3
7.	Illustrations or pictures are interesting and relevant to the material	4
	MEAN	3.42

Table 4.12 shows that the mean score of the appropriateness of design of unit four is (3.42). it is categorized “fair” since the mean is within the interval $3.25 < X \leq 3.49$.

e) The result of expert judgment of unit five

1. The appropriateness of content

The expert judgment data of appropriateness of content of unit five is presented below.

Table 4.13. The Data Of The Appropriateness Of Content Of Unit Five

No	Item	Score
1.	Material is in accordance with SK/SD	4
2.	The material contains short and simple interpersonal texts related to everyday life.	4
3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	4
5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	4
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	4
7.	The material for each unit is relevant to the topic discussed	3
8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced manner in each chapter	3
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Materials contains a more complete explanation, making it easier for students to understand the material individually	4
	MEAN	3,70

Table 4.13 shows that the mean score of the appropriateness of content of unit four is (3.70). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$.

2. The appropriateness of language

The expert judgment data of appropriateness of language of unit five is presented below.

Table 4.14. The Data Of The Appropriateness Of Language Of Unit Five

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	4
2.	The message presented is clear and easy to understand	3
3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	3
4.	The language used in this module is in accordance with the rules of the correct English language.	4
5.	The language of instructions in the exercise is easy to understand	4
	MEAN	3.60

Table 4.14 shows that the mean score of the appropriateness of language of unit five is (3.60). it is categorized “very good” since the mean is within the interval $3,75 < X \leq 4.00$.

3. The appropriateness of design

The expert judgment data of appropriateness of design of unit five is presented below.

Table 4.15. The Data Of The Appropriateness Of Design Of Unit Five

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	4
2	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	3
4.	The develop materials use proportional font type.	3
5.	The font and colours in the materials are easily readable.	3
6.	The placement of title, text, illustration, picture captions and page number are consistent.	4
7.	Illustrations or pictures are interesting and relevant to the material	4
	MEAN	3.42

Table 4.15 shows that the mean score of the appropriateness of design of unit four is (3.42). it is categorized “fair” since the mean is within the interval $3.25 < X \leq 3.49$.

f) The expert judgment of unit six

1. The appropriateness of content

The expert judgment data of appropriateness of content of unit six is presented below.

Table 4.16. The Data Of The Appropriateness Of Content Of Unit Six

No	Item	Score
1.	Material is in accordance with SK/SD	

2.	The material contains short and simple interpersonal texts related to everyday life.	3
3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	4
5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	4
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	4
7.	The material for each unit is relevant to the topic discussed	3
8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced manner in each chapter	3
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Materials contains a more complete explanation, making it easier for students to understand the material individually	4
	MEAN	3,60

Table 4.16. shows that the mean score of the appropriateness of content of unit four is (3.60). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$. however there are some aspects needed to be revised.

2. The appropriateness of language

The expert judgment data of appropriateness of language of unit six is presented below.

Table 4.17. The Data Of The Appropriateness Of Language Of Unit Six

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	4
2.	The message presented is clear and easy to understand	3
3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	3
4.	The language used in this module is in accordance with the rules of the correct English language.	4
5.	The language of instructions in the exercise is easy to understand	4
	MEAN	3.60

Table 4.17 shows that the mean score of the appropriateness of language of unit six is (3.60). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$.

3. The appropriateness of design

The expert judgment data of appropriateness of design of unit six is presented below.

Table 4.18. The Data Of The Appropriateness Of Design Of Unit Six

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	4
2.	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	3

4.	The develop materials use proportional font type.	3
5.	The font and colours in the materials are easily readable.	3
6.	The placement of title, text, illustration, picture captions and page number are consistent.	4
7.	Illustrations or pictures are interesting and relevant to the material	4
	MEAN	3.42

Table 4.18 shows that the mean score of the appropriateness of design of unit six is (3.42). it is categorized “good” since the mean is within the interval $3,50 < X \leq 3.74$.

Graph 4.1 Result Of Unit 1-6

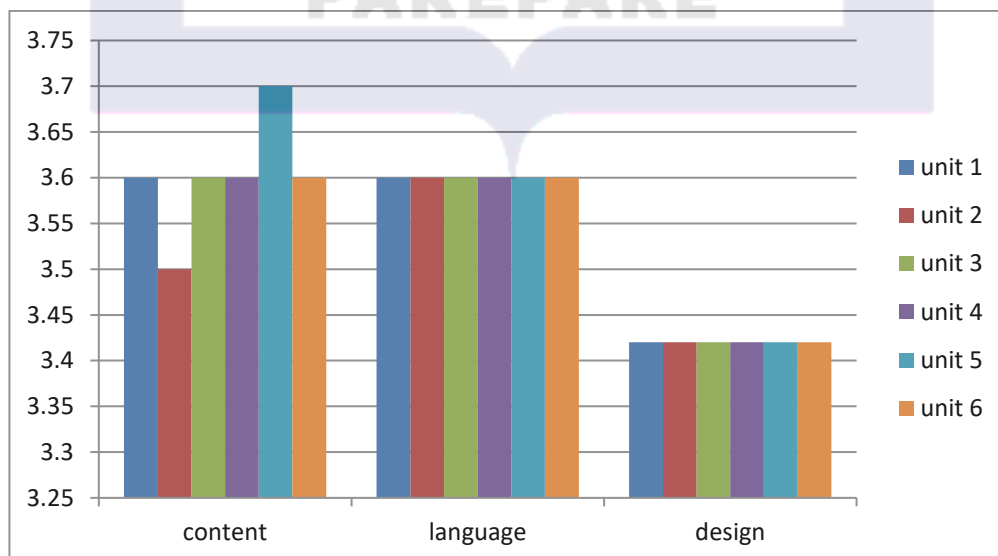


Table 4.19 Ratio Mean Score Unit 1-6

No	Unit	Mean	Categories
1	Unit 1	3.54	Good
2	Unit 2	3.50	Good
3	Unit 3	3,54	Good
4	Unit 4	3,54	Good
5	Unit 5	3,57	Good
6	Unit 6	3,54	Good
	Mean	3,54	Good

Based on the result of mean score of unit one, unit two, unit three, unit four, unit five, unit six were appropriate materials for seventh grade students of Walimanis.

4. Implementation

At this stage, the researchers implemented modules within the classroom that contained 7th grade students. The time it took the researchers to test the module was one month. During that one month, students use the modules in the learning process. The following data shows the responses of teachers and students after using the module for one month.

a. The result of the response of English teacher

1. The appropriateness of content

The result of response for English teacher:

Table 4.20 The Teacher's Response Of The Appropriateness Of Content

No	Item	Score
1.	Material is in accordance with SK/SD	4
2.	The material contains short and simple interpersonal texts related to everyday life.	4

3.	The materials contain functional texts and short and simple monologues about everyday life	3
4.	The material contains the types of text that are appropriate for students	4
5.	The content of the material text is relevant and explores the daily lives of students for the habituation of applying the material	4
6.	The material contains guidance so that students produce oral and written texts to achieve social functions	4
7.	The material for each unit is relevant to the topic discussed	4
8.	Materials and assignments in the form of text, communicative acts, illustrations in a balanced manner in each chapter	3
9.	Materials and assignments encourage interaction in English between students, between students and teachers, between students and the wider environment	4
10.	Materials contains a more complete explanation, making it easier for students to understand the material individually	4
Zum MEAN		38 3.80
Categories Acceptability(%)		very high 95%

2. The appropriateness of language

Table 4.21 The Teacher's Response Of The Appropriateness Of Language

No	Item	Score
1.	The language used in explanations and instructions is according to the level of the learner	4

2.	The message presented is clear and easy to understand	3
3.	The message/material presented in one part/chapter/paragraph of a sentence must reflect the sequence of conveying meaning	3
4.	The language used in this module is in accordance with the rules of the correct English language.	4
5.	The language of instructions in the exercise is easy to understand	4
	Zum	18
	Mean	3.60
	Categories	High
	Acceptability%	90%

3. The appropriateness of design

Table 4.22 The Teacher's Response Of The Appropriateness Of Design

No	Item	Score
1.	The use of language variation (bold, italic, underline, capitalization) is proportional	4
2.	The spacing between paragraphs is clear and there are no widows or orphans	3
3.	The develop materials use normal space	4
4.	The develop materials use proportional font type.	3
5.	The font and colours in the materials are easily readable.	4
6.	The placement of title, text, illustration, picture captions and page number are consistent.	4
7.	Illustrations or pictures are interesting and relevant to the material	4
	Zum	26
	Mean	3.71
	Categories	High
	Acceptability %	92%

b. The result of students' response

The result of students' responses after implementing the modul is presented below:

Table 4.23 students' responses

Item	Students								
	1	2	3	4	5	6	7	8	9
1	4	4	4	4	4	4	4	4	4
2	4	3	3	4	4	4	4	3	4
3	3	3	3	4	3	4	3	3	4
4	3	4	4	4	3	3	4	4	4
5	4	3	4	4	4	3	4	3	3
6	3	3	4	3	4	3	4	4	3
7	3	4	4	3	4	4	3	4	4
8	4	4	3	4	3	4	3	3	3
9	4	4	3	4	3	3	4	4	4
10	4	3	3	4	3	4	4	3	4
11	4	4	4	3	3	4	3	4	4
12	4	4	3	4	4	4	4	4	3
13	3	3	4	4	3	4	4	3	3
14	3	4	3	4	4	4	4	4	4
15	4	4	4	4	4	3	3	4	4
16	4	4	4	4	4	4	3	4	4
17	4	4	3	4	4	4	3	4	4
18	4	4	4	3	3	4	4	3	3
19	4	3	4	4	4	3	4	3	4
20	3	4	4	3	4	4	3	4	4
Mean	3,65	3,65	3,6	3,75	3,6	3,7	3,6	3,6	3,7
Acceptability	91%	91%	90%	93%	90%	92%	90%	90%	92%
Categories	Hig h	Hig h	Hig h	Ver y high	Hig h	Hig h	Hig h	Hig h	Hig h

All score	<p>Mean: 3,65</p> <p>Acceptability: 91%</p> <p>Categories: high</p>
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Based on the result of students' responses the mean score is 3.65, the acceptability 91%. It is in "high" categories. The result of English teacher' responses is in "high" categories as well. As describe in previous chapter, the acceptability rate in the range of score with $3,50 < X \leq 3.74$ with percentage of 84%-92% have good categories.

B. Discussion

The research and development of this module have two objectives. The first goal is to produce a modular product that can help students understand the learning material. The second goal is to know the student's response to the modules developed. These modules are structured based on core competencies, basic competencies, and achievement indicators. This module contains material, training, and dual options. This module contains a more detailed explanation to make it easier for students to understand the material both independently and while learning in class.

The materials developed in this study are 7th grade English language materials. Before developing the material, one should conduct an analysis of the problem facing it and find a solution to solve it. Based on the situation at the school, the books used in the learning process are still very difficult for students to understand the content of the material. The reason is that the presentations in the material in the book do not contain detailed explanations. Based on what the

researchers found, the material presented was mostly dialogue, without any detailed explanations.

Based on direct observations and interviews with students, the researchers could conclude that students felt difficulties with the material, and the explanations given by their teachers also matched what was in the books they used. Because books are less interesting for them to read or learn independently, they only learn in class. This makes the authors create these modules to get students interested in reading and make it easier for them to understand the material.

After the analysis is done, the next stage is the design stage. The first stage of planning is the selection of teaching materials, their format, and the drafting of the content of the teaching materials. The educational material selected here is a module that uses the 2013 curriculum. There are more detailed explanations, relevant images with the material, and varied subject-matter exercises that can make students interested in using this module. At this stage, the researchers make a large-scale plan for the content of the modules to be created.

At the assessment stage of the module by an expert, there are several statements that make the evaluation material for evaluating this module. In the assessment section related to the content of the module material, there are several statements that indicate that the material should be in accordance with the daily activities of the student. Modules contain materials that can help students in their daily communication in each of their activities. If it succeeds, the module can be said to have achieved its goal. As stated by Sukiman (2011) in Chapter II, the module is a design unit used to achieve learning goals. On the module assessment, there is also a statement that the modules should be designed taking into account

the curriculum used by the school. It is supported by Zhou (2015) that the development of teaching material should conform to the curriculum.

A module is a self-contained, autonomous unit in a planned sequence of educational activities intended to support the learner in achieving particular, clearly stated objectives. Then, according to Behlol and Kahyani, a module is a standalone unit of curriculum material to which other units may be added in order to accomplish greater tasks or long-term objectives. Modules are crucial to the teaching and learning processes. Therefore, this study aims to build the module in accordance with the needs of the students.

This module is designed to take into account the needs of students in understanding English-language materials. the module is a medium that can be used and understood independently by students. The modules are written based on the 2013 curriculum used by the school. Design cover is simple but clear. The theme color used is green. Modules contain basic competencies, a summary, and topics with dual options.

This module is designed to take into account the needs of students when understanding English-language materials. the module is a medium that can be used and understood independently by students. This view is consistent with what Putra (2015) said in chapter II that the module is a medium of learning that helps students understand the material independently. The modules are written based on the 2013 curriculum used by the school. The design of the cover is simple but clear. The theme color used is green. Modules contain basic competencies, a summary, and topics with dual options.

In chapter 1, we discussed the topic "How are you?" In this chapter, the author explains how to ask someone for news and how to respond to it. This chapter also explains how to love, how to sympathize, and how to apologize. In

this chapter, there are also various types of topics that can help students know to what extent they understand the topics in this Chapter. Chapter 2 is about "It's me." This chapter discusses how to introduce yourself, others, and family. This chapter also describes in more detail the use of in, on, and pronouns. Like chapter 1, this chapter also has varied topics.

In chapter 3, we discussed the topic "about time". In this chapter, the author explains how to celebrate and tell time. In this chapter, students can also learn about the terms that are often used to express time. In addition, this chapter also explains how to tell the date, month, and year. In chapter 4, the theme is "my world". In this chapter, we discuss animals, objects around us, and public places. This chapter also describes the use of a and an, demonstrative pronouns, and singular and plural nouns.

Chapter 5: "It's a Beautiful Day" If the previous chapter described various types of animals and objects as well as public places, then this chapter explains how to give a more detailed explanation of those things. This chapter also explains the use of the simple present. Chapter 6 is about "loving what we do." This chapter contains an explanation of the work. Good work done by humans, things done by animals, and the use of objects around us

After the design stage, the researchers carry out the development stage, which is the main stage in creating or developing the module into a single unit from the cover to the content, as well as carrying out expert validation. The purpose of the validation is to obtain input, criticism, and improvement for the perfection of the created modules.

From the result of expert judgment, the mean score of unit 1 (3.54) was categorized "good" the mean score of unit 2 (3.50) was categorized "good", unit 3 (3.54) was categorized "good", unit 4 (3.54) was categorized "good", unit 5 (3.57)

was categorized "good" and unit 6 (3.54) was categorized "good". In accordance with the previous chapter, the mean score of all scores was 3.54, which was in the range $3.50 < X \leq 3.74$ and categorized as "good". It could be concluded that the module was appropriate material for the seventh grade of Walimanis.

At the time of the validation, experts found that writing in modules should be given more attention. There are some grammatical errors that the researchers are unaware of. Expert validation also advises paying attention to the writing arrangement to make it look more systematic. According to the material expert, the author was asked to use the English language in the explanatory section of the material and the exercises because, at the time, the author had not revised the Indonesian language mixed in the material explanation section.

The implementation stage of the module is carried out with seventh-grade students. The test received a positive response from the students; they were immediately interested in the presence of this module, as at the time of observation, the researchers had told the students that a book would be produced that could help them understand the English language material. The positive response assessment of students, in addition to the information obtained from the lift at the time of the test, has shown that these modules can help them learn. According to English language teachers at the school, this module is very interesting and helps students understand the core material of each chapter. The teacher also thanked her because, with this module, students can be more enthusiastic about learning English.

Based on student test results, this seventh-grade English module meets good criteria, with a qualifying 91%. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module in English.

Despite the aforementioned drawbacks, this module was very beneficial for students because English teachers could employ a variety of learning resources with their pupils. This indicates that the English teacher used both this module and the English textbook. In addition to textbooks and student worksheets, the instructor should use a range of materials when teaching English to the pupils. The importance of building modules as one of the materials sources for teaching English can be attributed to a number of factors.

According to Nation and Macalister (2010), The benefits of using a variety of sources in the classroom include the following: a) a single course book is unable to meet the diverse needs of the students; b) the teacher is able to tailor each lesson to meet the needs of the students; and c) students have a significant influence over the topics and materials they work with. This allows teacher and learners to negotiate the syllabus during the course, d) Teachers have the opportunity to utilize their professional skills, such as lesson planning, activity modification, and multi-level teaching in one class, more effectively. e) It is challenging to locate a suitable textbook because of the conditions in which the course is taught.

Despite the fact that the researcher carried out this investigation correctly and in accordance with the plan, it nevertheless has limits. The research was limited in that this module was only completed up until it was accepted by the validators. Then, this research was exclusively presented to walimanis ingrated Islamic junior high school of seventh grade students. Additionally, the researcher figured out how to create the R&D version of ADDIE.

CHAPTER V

CONCLUSION

A. Conclusion

This research has produced english module for seventh grade students for walimanis integrated islamic junior high school. This module can help students and teacher in learning process. It is concluded as follows:

1. Seventh-grade English modules have been developed with the ADDIE model, which covers the stages of analysis, design, implementation, and evaluation. The resulting modules obtain results from experts with good interpretation criteria. The module is written based on the 2013 curriculum used by the school. The design of the cover is simple but clear. The theme color used is green. Modules contain basic competencies, a summary, task and exercise.
2. English modules in the seventh grade obtain a percentage value of the responses of the students and obtain results with very interesting interpretations. The teacher's response was very positive. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module in English.

B. Suggestion

This English language module presents material that further explains material that is easy to understand by students and is recommended for further implementation. It can be developed better and wider. This English language module is still very important so that the next module can be better developed in order to increase the interest of students in learning English.

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Perencanaan : B-846/In.39.12/PP.00.9/10/2022
Hal : Izin Melaksanakan Penelitian

Parepare, 21 Oktober 2022

Bapak Bupati Parigi Moutong
Badan Kesatuan Bangsa dan Politik
(KESBANGPOL)

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

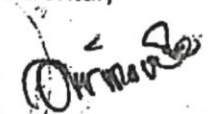
Nama : NURUL KHAIRUNNISA
NIM : 19.0213.001
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **Developing English Module Based On Curriculum 2013 For The Seventh Grade Students Of Walimatis Integrated Islamic Junior High School.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian direncanakan pada bulan Oktober Tahun 2022. sampai selesai.

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,


F. H. Darmawati



YAYASAN WALIMANIS
SMP ISLAM TERPADU WALIMANIS

Alamat : Jl. Trans Timur Sulawesi Desa Silabia Kec. Tinombo Kab. Parigi Moutong
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SURAT KETERANGAN
NO. 014/SKP.WM/SMP/2023

Yang bertanda tangan di bawah ini :

Nama : Rita Lambar, SE
Nip : -
Pangkat/Golongan : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Islam Terpadu Walimanis

Menerangkan dengan sesungguhnya bahwa :

Nama : Nurul Khairunnisa
NIM : 19.0213.001
Asal Perg. Tinggi : IAIN Parepare
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Sastra Inggris

Telah melaksanakan penelitian di SMP Islam Terpadu Walimanis mulai bulan februari sampai dengan maret untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul **"DEVELOPING ENGLISH MODULE FOR THE SEVENTH GRADE STUDENTS OF WALIMANIS INTERGRATED ISLAMIC JUNIOR HIGH SCHOOL"**

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Silabua, 02 Februari 2023

Kepala Sekolah



Rita Lambar, SE

Angket siswa

No	Pernyataan	SS	S	TS	STS
1.	Modul tidak menarik digunakan dalam pembelajaran				
2.	Pembelajaran menggunakan modul membuat saya lebih aktif				
3.	Materi yang disajikan mencakup teks-teks dan percakapan yang bisa dipakai sehari-hari				
4.	Modul membuat saya lebih memahami materi dalam setiap bab				
5.	Modul melatih aspek listening, speaking, reading dan writing saya				
6.	Dengan modul saya mampu mengukur tingkat pemahaman terhadap materi				
7.	Modul dapat saya pahami secara mandiri				
8.	Materi yang tersaji dalam modul sangat membantu saya memahami materi				
9.	Latihan –latihan yang ada di modul sangat bervariasi				
10.	Modul ini memberikan dorongan kepada saya untuk berpikir aktif				
11.	Petunjuk dalam setiap latihan mudah dipahami				
12.	Huruf yang digunakan mudah saya baca				
13.	Bahasa yang digunakan mudah saya pahami				
14.	Bahasa yang digunakan dalam modul sesuai dengan kemampuan saya				
15.	Desain sampul modul menarik				
16.	Desain dalam setiap bab menarik				
17.	Gambar yang disajikan menarik				

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(MODUL)

EXPERT JUDGEMENT

A. Data responden

Nama :
 NIP :
 Institusi :
 Bidang keahlian: bahasa inggris/pengajaran bahasa inggris

B. Evaluasi materi

Petunjuk pengisian seberapa baik materi dengan membubuhkan centang angka sesuai no pada setiap kolom yang sesuai. Perhatikan keterangan berikut sebagai panduan. Sertakan komentar jika perlu.

Keterangan:

SS : Sangat setuju (4)
 S : Setuju (3)
 TS : Tidak setuju (2)
 STS : Sangat tidak setuju (1)

A. Kelayakan isi					
No		SR (4)	R (3)	TR (2)	STR (1)
1.	Materi sesuai dengan SK/SD				
2.	Materi berisi teks interpersonal pendek dan sederhana yang terkait dengan kehidupan sehari-hari.				
3.	Materi berisi teks fungsional dan monolog pendek serta sederhana tentang kehidupan sehari-hari				
4.	Materi berisi jeni-jenis teks yang sesuai untuk peserta didik				
5.	Isi teks materi relevan dan mengeksplorasi kehidupan peserta didik sehari-hari untuk pembiasaan pengaplikasian materi				
6.	Materi berisi bimbingan agar peserta didi menghasilkan teks lisan dan tertulis untuk mencapai fungsi sosial				
7.	Materi untuk setiap unit sesuai relevan dengan topic yang dibahas				
8.	Materi dan tugas dalam bentuk teks, tindak komunikatif, ilustrasi secara imbang dalam setiap bab				

9.	Materi dan tugas mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antar peserta didik dan guru, antar peserta didik dan lingkungan yang lebih luas				
10.	Materi berisi penjelasan yang lebih lengkap, sehingga memudahkan siswa memahami materi secara individu				

B. Kelayakan bahasa					
No		SR (4)	R (3)	TR (2)	STR (1)
1.	Bahasa yang digunakan dalam penjelasan dan intruksi sesuai dengan tingkat peserta didik				
2.	Pesan yang disajikan jelas dan mudah dipahami				
3.	Pesan/materi yang disajikan dalam satubagian/bab/paragraph kalimat harus mencerminkan keruntutan penyampaian makna				
4.	Bahasa yang digunakan dalam modul ini sesuai dengan kaidah bahasa Inggris yang benar.				
5.	Bahasa intruksi pada latihan mudah dipahami				

C. Kelayakan Design					
No		SR (4)	R (3)	TR (2)	STR (1)
1.	Ukuran buku sudah sesuai dengan standar buku ajar yang ada				
2.	Jarak antara paragraph jelas dan tidak ada widow atau orphans				
3.	Penempatan judul bab dan yang setara (kata pengantar, daftar isi, dll) konsisten.				
4.	Bidang cetak dan margin proporsional				
5.	Spasi antar teks dan ilustrasi sesuai				
6.	Bentuk, warna dan ukuran unsur tata letak sesuai				
7.	Ilustrasi atau gambar menarik dan relevan dengan materi				

Allkuang, 2023
 Responden

.....

CERTIFICATE

PROUDLY PRESENTED TO :

Nurul Khairunnisa



As the first author in the Cahaya Mandalika Journal, Issue Vol. 4 No.3.
Published by Al-Makki Publisher in July 2023

with title :

DEVELOPING ENGLISH MODULE FOR THE SEVENTH GRADE STUDENTS OF
WALIMANIS INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL



Director of
Al-Makki Publisher
Zidnal Falah



CERTIFICATE

PROUDLY PRESENTED TO :

Abd Haris Sunubi



As the second author in the Cahaya Mandalika Journal, Issue Vol. 4 No.3.
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DEVELOPING ENGLISH MODULE FOR THE SEVENTH GRADE STUDENTS OF WALIMANIS INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL

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ABSTRACT

Keywords:
English Module,
Research And
Development,
English Material

The objectives of this research are to design of the English module for seventh grade at Walimanis integrated Islamic junior high school and to know the students' responses to the English module for seventh grade at Walimanis integrated Islamic junior high school. This module is designed to help the students in understanding the existing material individually. This study is being conducted using a research and development (R&D) approach. The participants were junior high school students from Walimanis who were in seventh grade. In an effort to accomplish the goals, the ADDIE model was utilized. The data was collected through questionnaires. It aimed to know the expert's judgment about the module and to know the students' responses. The design of this module is made up of the front cover, back cover, introductory word, content list, basic competence, summary, tasks, exercise, and library list. Based on the result of students' responses the mean score is 3.65, the acceptability 91%. It is in "high" categories. The result of English teacher' responses is in "high" categories as well, the acceptability rate in the range of score with $3,50 < X \leq 3.74$ with percentage of 84%-92% have good categories. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module.

INTRODUCTION

A creative and innovative teacher will help the learners build up their spirit and skills by considering their different situations with what is really suitable as their contextual condition. Moreover, in Law No.20 of 2013, it states that:

"Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed for him, society, nation, and country."

One of the factors for developing and encouraging the learners' competence comes from the quality of their English teaching materials. To confer, they have to explain and prepare a teaching plan in a sustainable phase that needs many preferences taken from the textbooks. To support this major aspect of teaching, creating English modules has to be taken into account by those teachers who teach English as a subject. A Module is one of the teaching materials that can be used. Suprawoto said a module is a learning source that is arranged systematically, contains learning material, learning objectives based on basic competencies, and provides opportunities for students to test themselves through the exercises presented in the module (Agnes Amila wigati, et al., 2015). Modifying the English module for the learners' learning materials based on what they need is important. Furthermore, the textbook should take into account what learners truly require (Michel, Y.K, 2018).

Walimanis integrated Islamic junior high school is a school that has only been established for more than 2 years. This school is located in Palu City, Tinombo Village. Books of teaching materials used in this school can only be understood by teachers. The textbooks used also do not use varied colors or pictures. The only color in the book is on the cover. The color of the contents of the written material uses only one color, namely black.

Based on the initial observation, the researcher found that the students experienced difficulties in understanding the book used by the teacher. In the open interview, the researcher asked the student what things were difficult for them. The students answered that the book being used does not contain a clear explanation of each material presented in each chapter. The book can only be understood by the teacher.

METHOD

The research method used in this study was research and development (R&D). This research conducted to design a student module for the seventh class of Walimanis Integrated Islamic Junior High School. Research and Development (R&D) is one of the research designs that aims to develop and validate products. This research used the Addie model in finishing the step of development of the module. According to Morrison, the Addie model is the framework most widely used by instructional designers. It has flexible guidelines which assist instructional designers in building effective support tools.

RESULTS

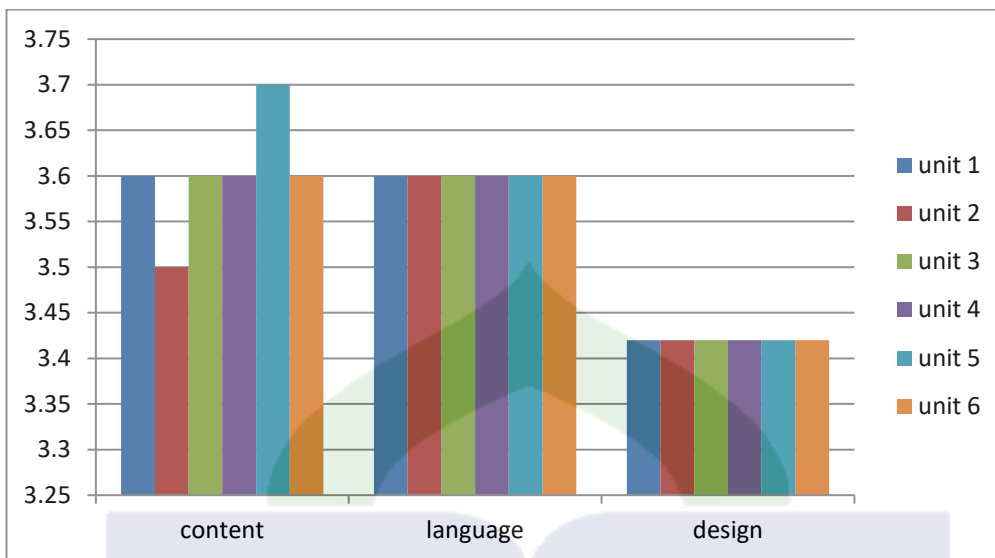
The identification of problems in this study was done through the analysis of needs in the junior high school. data obtained by means of an interview with an English teacher in class VII, an interview with students, and direct observation. Based on interviews, it was determined that the teaching materials used were only the main package books that still used the issues contained in the main book and the conventional learning model.

The material presented is always in the form of dialogue, so what is to be communicated from the material is less understood by the student. Sources of material taken using books that have explanations related to class VII material. The initial design of this module is made up of the front cover, back cover, introductory word, content list, basic competence, summary, tasks, exercise, and library list. The modules that have been created, are subsequently validated by the validators given to them. The validator selected is an experienced MTs English teacher who clearly understands the English language material of class VII. The validation module is as follows:

Table 1. Ratio Mean Score Unit 1-6

No	Unit	Mean	Categories
1	Unit 1	3.54	Good
2	Unit 2	3.50	Good
3	Unit 3	3,54	Good
4	Unit 4	3,54	Good
5	Unit 5	3,57	Good
6	Unit 6	3,54	Good
	Mean	3,54	Good

Graph 1. Result Of Unit 1-6



Based on the result of mean score of unit one, unit two, unit three, unit four, unit five, unit six were appropriate materials for seventh grade students of Walimanis.

The result of students' responses after implementing the modul is presented below:

Table 2. students' responses

Item	Students								
	1	2	3	4	5	6	7	8	9
1	4	4	4	4	4	4	4	4	4
2	4	3	3	4	4	4	4	3	4
3	3	3	3	4	3	4	3	3	4
4	3	4	4	4	3	3	4	4	4
5	4	3	4	4	4	3	4	3	3
6	3	3	4	3	4	3	4	4	3
7	3	4	4	3	4	4	3	4	4
8	4	4	3	4	3	4	3	3	3
9	4	4	3	4	3	3	4	4	4
10	4	3	3	4	3	4	4	3	4
11	4	4	4	3	3	4	3	4	4
12	4	4	3	4	4	4	4	4	3

13	3	3	4	4	3	4	4	3	3
14	3	4	3	4	4	4	4	4	4
15	4	4	4	4	4	3	3	4	4
16	4	4	4	4	4	4	3	4	4
17	4	4	3	4	4	4	3	4	4
18	4	4	4	3	3	4	4	3	3
19	4	3	4	4	4	3	4	3	4
20	3	4	4	3	4	4	3	4	4
Mean	3,65	3,65	3,6	3,75	3,6	3,7	3,6	3,6	3,7
Acceptability	91%	91%	90%	93%	90%	92%	90%	90%	92%
Categories	High	High	High	Very high	High	High	High	High	High
All score	Mean: 3,65 Acceptability: 91% Categories: high								

Based on the result of students' responses the mean score is 3.65, the acceptability 91%. It is in "high" categories. The result of English teacher' responses is in "high" categories as well. As describe in previous chapter, the acceptability rate in the range of score with $3,50 < X \leq 3,74$ with percentage of 84%-92% have good categories.

DISCUSSION

From the result of expert judgment, the mean score of unit 1 (3.54) was categorized "good" the mean score of unit 2 (3.50) was categorized "good", unit 3 (3.54) was categorized "good", unit 4 (3.54) was categorized "good", unit 5 (3.57) was categorized "good" and unit 6 (3.54) was categorized "good". In accordance with the previous chapter, the mean score of all scores was 3.54, which was in the range $3,50 < X \leq 3,74$ and categorized as "good". It could be concluded that the module was appropriate material for the seventh grade of Walimanis.

At the time of the validation, experts found that writing in modules should be given more attention. There are some grammatical errors that the researchers are unaware of. Expert validation also advises paying attention to the writing arrangement to make it look more systematic. According to the material expert, the author was asked to use the English language in the explanatory section of the material and the exercises because, at the time, the author had not revised the Indonesian language mixed in the material explanation section.

The implementation stage of the module is carried out with seventh-grade students. The test received a positive response from the students; they were immediately interested in the presence of this module, as at the time of observation, the researchers had told the students that a book would be produced that could help them understand the English language material. The positive response assessment of students, in addition to the information obtained from the lift at the time of the test, has shown that these modules can help them learn. According to English language teachers at the school, this module is very interesting and helps students understand the core material of each chapter. The teacher also thanked her because, with this module, students can be more enthusiastic about learning English.

Based on student test results, this seventh-grade English module meets good criteria, with a qualifying 91%. Thus, it can be concluded that the end result of the development of this module is worthy of being used as a module in English.

According to Nation and Macalister (2010), The benefits of using a variety of sources in the classroom include the following: a) a single course book is unable to meet the diverse needs of the students; b) the teacher is able to tailor each lesson to meet the needs of the students; and c) students have a significant influence over the topics and materials they work with. This allows teacher and learners to negotiate the syllabus during the course, d) Teachers have the opportunity to utilize their professional skills, such as lesson planning, activity modification, and multi-level teaching in one class, more effectively. e) It is challenging to locate a suitable textbook because of the conditions in which the course is taught. One teacher focuses on reading, another on writing, and so on because of the division of labor in the classroom.

Despite the aforementioned drawbacks, this module was very beneficial for students because English teachers could employ a variety of learning resources with their pupils. This indicates that the English teacher used both this module and the English textbook. In addition to textbooks and student worksheets, the instructor should use a range of materials when teaching English to the pupils.

The importance of building modules as one of the materials sources for teaching English can be attributed to a number of factors.

Despite the fact that the researcher carried out this investigation correctly and in accordance with the plan, it nevertheless has limits. The research was limited in that this module was only completed up until it was accepted by the validators. Then, this research was exclusively presented to walimanis ingrated Islamic junior high school of seventh grade students. Additionally, the researcher figured out how to create the R&D version of ADDIE.

CONCLUSION

Seventh-grade English modules have been developed with the ADDIE model, which covers the stages of analysis, design, implementation, and evaluation. The resulting modules obtain results from experts with good interpretation criteria. English modules in the seventh grade obtain a percentage value of the responses of the students and obtain results with very interesting interpretations. The teacher's response was very positive.

DAFTAR PUSTAKA

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