

General English Module Development at USN Kolaka

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Abstracts: It was determined that teaching English as a compulsory subject at USN Kolaka did not adequately assist the realization of the institution's 2039 goal. In addition to the varying perceptions of lecturers' professionalism among lecturers, it is a result of lack of standardized teaching materials. In order to provide standardized teaching materials, it was required to carefully to developed general English module based on the needs of students. To fulfill the needs, the researcher developed the learning module through MPI which is an adaptation model from Dick and Carey development model. This study showed that the product of this current study is able to used at USN Kolaka. However, further research is recommended for improvement.

Keywords: Module development, General English module, Lecturers' professionalism based, General English lecturers.

1. INTRODUCTION

General English is one of the compulsory subjects at Universitas Sembilanbelas November Kolaka (USN Kolaka). This module aimed to equip students to improve their ability to understand foreign language texts, especially English, for academic purposes and certain skills according to the type of academic or professional or vocational education being studied (BSNP, 2010).

As a new state university, almost all courses in the university are still in the maturation process, including the English as compulsory subject (Akreditasi, 2020). The development of English as compulsory subject was based on obstacles during the learning process. The barrier is lack of availability of teaching materials that students can be downloaded, especially English as compulsory subject, as a result of this barrier, students have a limits access and less literature support in achieving learning objectives. Developing teaching materials for English as compulsory subject was expected to increase student interest and motivation, specifically for attending lectures to achieve learning objectives as previously planned.

Besides these obstacles above, researchers also concern about the lecturer professionalism of English lecturers at USN Kolaka. As like as (Rocha, Jucá, Silva, & Monteiro, 2019) who suggested the importance of emphasizing the quality of education on teachers' performance. They tend to download online syllabus and materials (Arung & Roslina, 2018). This condition cannot be ignored given the importance of prioritizing student characteristics while determining teaching materials (Ramani & Pushpanathan, 2015).

At least two motivations, namely lack of teaching materials, and the lecturers' professionalism are the need drivers for the development the module of English as compulsory subject at USN Kolaka.

2. METHODS

Broadly speaking the present research is a developmental research. As (Mohanasundaram, 2018) stated a curriculum design is better to be a part of research and development. In collecting data, researchers make mix method. A number of data is quantitatively presented and then described qualitatively to strengthen the findings. The development steps was based on the ten steps of Dick and carey model. It is in line with (Burggraff, 2015) which proposed the rationale for developing curriculum by Dick and Carey model.

Then, as Dick and Carey Model is to broadly used for curriculum design. So, the Model Pengembangan Instruksional (MPI) which is a modified from Dick and Carey (Suparman, 2018) was followed.

Technically, the flow of the development steps is illustrated in Figure 1 which adapted from (Tessmer & Richey, 1997).

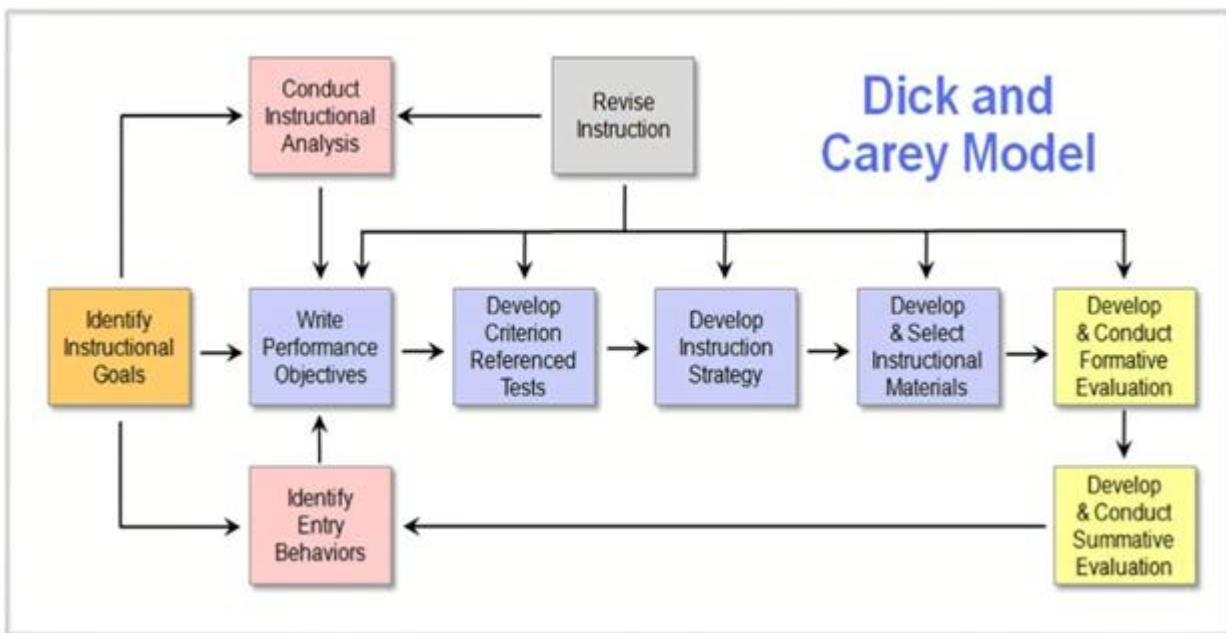


Figure 1. Borg and Gall Development Procedure.

3. RESULTS AND DISCUSSION

This section describes findings in the process of developing English as compulsory subject modules and the feasibility of the module interpreting the concept of general English. The development of learning modules to analyze the concepts and theories of leadership refers to the flow of MPI development steps. Based on the model, the following were discussed the whole passed phases.

At first, research and initial information collection were carried out for identifying the instructional goal, instructional analysis, and the form of questioner to be used. The identification and initial data collection were carried out by online FGD at the English study program level. To explore more information in related to the English as compulsory subject module, the researcher worked collaboratively with all English Study Program lecturer and senior officials at both from the faculty and university levels.

The learners analyze and context phases analysis was done by students English need analysis. In this steps the researchers shared a questionnaire by google form. There were 426 students responses from the whole first semester at USN Kolaka who enrolled in 2021/2022 academic year. The results of the need analysis showed that students need English not only for academic purposes but also for career purposes.

The second step of MPI was identified the performance objective. (Burggraaf, 2015). Based on the result of the need analysis, researchers collaborated with English study program lectures to identify the performance objective of the module. The steps done under forum group discussion by Whatsapp group discussion. In this steps there were two decision made as like as the form for the syllabus used and the covered competences performance objectives. Then, there are 20 competencies agreed upon as performance objectives in the module as like as greetings and farewell; making self introduction; introducing others; recognizing family member; describing people performance, and soon.

Based on syllabus design, the researcher discusses the type of assessment that will be used. Researchers and lecturers of the English education study program agreed to provide two forms of tests, namely pre-test, academic test, and post-test. Pre-test and post-test are arranged in the form of multiple choice and use the same questions. Meanwhile, an academic test will be given at each meeting by considering the six linguistic competencies and language competencies that are focused on each topic. Also, considering the psychology of age, educational background, and English level of the target students, the researcher decided to use Higher order thinking skills (HOTS) learning for formulating the tasks. This approach was then translated into activities formulation within the module.

For developing and selecting instructional materials stage, the developer should vary. So, the researcher used a number of grammar book references, both printed and downloaded, and used online materials from either the British Council course material or other online courses. Materials are mixed and matched according to the unique target competencies.

For the stage of design and conduct formative evaluation of instruction, the researcher developed a number of evaluation forms. Based on the design syllabus, the researcher discusses the type of assessment that will be used. Researchers and lecturers of the English education study program agreed to provide two forms of tests, namely pre-test, academic test, and post-test. Pre-test and post-test are arranged in the form of multiple choice and use the same questions. Meanwhile, an academic test will be given at each meeting by considering the four linguistic competencies and language competencies that are focused on each topic.

The existing draft module is then distributed to a number of parties for review, both material experts, learning design experts, and curriculum experts. The results of the review of all stakeholders are used as a benchmark in the revising instruction based on poor test items and/or poor or unsuccessful instruction methods. In addition, the revised module was tested in two experimental classes with two control classes.

In the final stage, the researcher designs the evaluation format of the entire process carried out. The results of this stage show that the researcher has carried out each stage. At each stage, the researcher coordinates with the English education study program, both in planning the instruments to be used or in discussing solving problems that occur.

The MKDU English module developed by Dick and Carey in this study is a suitable module to be used at USN Kolaka. In addition, it is recommended to test the effectiveness in a larger scale context.

Even though this product has been tested on a university scale, this module can still be used nationally considering the implicit meaning of the initial constitution of its stipulation. Keep in mind that the English MKDU is set so that students can refresh the English lessons they have studied at the previous level. In other words, students refresh their memory and start from basic English lessons. Of course, to help students get used to using English, especially for those who are in study programs outside of English.

Even though many parties pushed the product if this present study to be packaged in the form of an ESP module, considering the principle of determining English as Compulsory subject, namely the principle of uniformity, this module persists in presenting the basics of English. As (Wette, 2018) stated that there are three levels of learning English, namely English for general purposes, English for academic purposes, and English for specific purposes. And what is more in line with the MKDU level of English is the general English type..

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the process of developing learning modules to interpret general English concepts and theories based on the flow of Dick and Carey model.

The learning general English module as the product of the present research is worthy of being used as a learning module. The average value of the module's feasibility in interpreting leadership concepts and ideas was 88%, which is included in the outstanding criteria.

The next researcher is expected to complete the development steps up to the trial phase into a big size population so that the developed module was practical. In developing further learning modules, it is necessary to pay attention to the expert validation process to make it more abundant insights.

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