Developing English Beginner Material for Adult Level Integrated into *Web Mobile*

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ARTICLE INFORMATION

ABSTRACT

English is an international language which uses as language communication by people in the world with different language backgrounds, by English people have easy-to-do relationships with other people oversea. Looking at the larger of English users in the world, Indonesian must try to follow by learning English to make interaction with other people in the global area. English be one of the scrim lessons in the school because it contrasts with Indonesia Language in vocabulary, pronunciation and vocabulary. Such as in the physic study program at STKIP PGRI Lubuklinggau as 1. Difficult to master English vocabulary, 2. Confuse how to utter words, 3. Do not understand grammatical in writing and speaking. In another hand, they also need some books that able to cover all skills easy to be master such as 1. They need a guidebook which has a lot of vocabulary with meaning, 2. There are guides on how to utter vocabulary, 3. A lot of samples and practice in fours English skills. 4. Book must be practised and interactive. Based on the problem above, researchers tried to develop beginner English material based on web mobile for adults. The method of research was Research and Development with the model of ADDIE. The purpose of this research is to Produce Beginner English material based on Web Mobile. The result shows that based on the judgment from the experts got a score of 3.48, which means the e-model validation was valid. The results of the assessment of student responses to the e-module in the completed questionnaire obtained an average overall assessment score of 3,34 with a very good product category. The outcomes from the research are articles published in national journal indexes by Sinta and an English module based on Web Mobile.

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English is an international language that must be mastered by people around the world because it is a lingua franca that is used to communicate between people from different backgrounds. According (Rohmah, 2005) states that English as a world language is not merely an international language. The notion of international language can be understood as a language that is used in any international communication which involves people from two or more countries. It is also forced by (Cristal, 2016) states that Why a language becomes a global language has little to do with the number of people who speak it. In Indonesia English was taught at schools and universities as a basic in face global trade. There are many benefits for university students who master English because a lot of references' books and journal articles are written in English.

At STKIP PGRI Lubuklinggau, English teaches one time in the second semester for non - the English education study program. It is not enough if just learn English in one semester because it needs to be practising, they should take courses to enforce English mastery, besides it, all students are obligated to take TOEFL test preparation. The certificate of TOEFL Like Test as recruitment in registration thesis examination. It has the objective to give a foundation to students' mastery of English before entering the workplace.

There are lots of problems for students who learn English not only student English education study problems but also non-English education study programs. Based on the researchers' experience in teaching English at non -English education study programs, found that a lot of students have low vocabulary mastery so they can- not speak, write, listen or read English text. So it needs to one treatment or strategy to make students easily and quick mastery English. Low English mastery at the university level not only in STKIP PGRI Lubuklinggau but also at another university.

Based on the article research written by Hermayawati lecturer of English education at Mercu Buna University, in her research analyzing students' difficulty at students in the university-level state that students' English learning difficulties for (1) their sense of being forced; (2) low mastery of the basic concept/intakes; (3) less-endorsement from their environment; (4) forget factor; (5) having less-chance to practice. (Hermayawati, 2010). To solve the problem of low student mastery in students' non-English Departments, the researchers will develop material by searching the students' needs.

The researchers take students' responses by giving an online survey to get the students' needs and problems. The result has gotten problems in learning English such as 1. Difficult to master English vocabulary, 2. Confuse how to utter words, 3. Did not understand grammatical in four skills. Besides it, researchers also gave questions about their need in learning English and get such as 1. They need a guidebook which has a lot of vocabulary with meaning, 2. There are guides on how to utter vocabulary, 3. A lot of samples and practice in fours English skills. 4. Book must be practised and interactive. From the finding above, researchers try to solve the problems by developing English material for adults based on web mobile which is very interactive, practised and include all one skill in each material. It is easy to use by students and it can be accessed everywhere.

Literature Review
English Language Teaching

The word teaching is familiar in the classroom, someone who gives spirit and motivation in the learning process to their students. In education, Teaching is the process transfer knowledge from teachers to their students in the classroom. According to (Jackson, 2020) teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact. (Global, 2020).

Material is the foundation in teaching in the school to reach the goal that is needed. If the material is not yet ready prepared by teachers, it makes blank in the classroom and tries to just what the material should convey to the students. Materials include anything which can be used to facilitate the learning of a language. They be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live per- romance or display, or on cassette, CD-ROM, DVD or the Internet (Tomlinson in (Malmkjær, 2004).

Technology in Education

The word Technology is derived from the two Greek words namely Technic and Logia. Technic -means art or skill. Logia means Science or Study. So the simplest meaning of „Technology" is "Science of study of an art or skill (Arockiasamy, 2015). Characteristics of Educational Technology (1) ET has contributed to developing various methods e.g. Microteaching method, Interaction analysis, Audio Visual Aids and Programmed learning method; (2) In the field of ET, Psychology, Science and technology, system, art, AV aids and Machines are used; (3) It is based on the application of scientific knowledge; (4) It helps make the teaching process objective, easy, clear, Interesting and scientific; (5) It is a continuous dynamic technology; (6) It is an important medium of communication; (7) A desired change is possible in the behaviour of teachers and students.

The characteristics above make the teacher think hard and smart in choosing what kinds of technology in teaching so the goal in the teaching process is reached. ICT (Information and Communication Technology) is referred to as a part of the learning-teaching process: one as a "tool" and the other as a "medium" and the third element as "goal". In the first form: is often used for organizations, management, and schools; the second form: this form does not constitute ICT relating to the learning process; however using it supports learning in the classroom. An example of the application of ICT is directed at the organization and management in a student-oriented supervision system and the third form: the application of IT appears as a goal in such special lessons including computer education along with informatics. In this part, students get acquainted with the most important information technological inputs and outputs which are a major phenomenon hidden in the community and the aim of education is to avoid illiteracy of computers (taken from Educational technology Development Monthly) (Mostafa, Hashemi, & Sosahabi, 2017).

Technology in education implies the use of implements, tools, and machines in education in the same manner as we use these for the development of agriculture and gardening and industry and in fact our everyday life to reap the fruit of scientific and technological developments. Under technology in education, we include electronic media projectors, film, radio, TV, teaching machines, computers, and the internet, etc. The impact of this technological advancement is on more than just a grade school level though. Today just about any college class that a person could want to take can be done online. Many people earn a degree online today.

METHOD

In research, design is very important for researchers in conducting research. In this research, the researcher used to research and development. by the ADDIE model. ADDIE model is one of the most common models used in the instructional design field as a guide to producing an effective design. (Aldoobie, 2015). This model is an approach to help teachers to create an effective and efficient design in teaching. The ADDIE model can make it easy for educators and training instructors to design any type of curriculum, regardless of the learning method used. In this research, researchers will take students of the Physic education study program at STKIP PGRI Lubuklinggau which consists of 18 students of female and male. Researchers take this subject to know the students' non-English department's motivation in learning English. The ADDIE model in research and development has several steps namely: Analysis, Design, Development, Implementation, and Evaluation.

Analysis

The analysis stage is the most important phase in this process. When instructional designers do the analysis phase before creating the plan, developing, or even implementing it, they save a huge amount of courses, effort, and time. In this research, researchers took analysis as a process of searching the data from the subject needed in learning English through questionnaires online.

Design

How design instruction can be effective in ways that facilitate people's learning and interaction with the materials you create and provide. After the data need to be collected, the researchers start to design the instructional by matching the students' desires while rearranging the material that will give in at the beginner level.

Development

This phase depends on the first two phases, which are the analysis and the design phase. That means if these are correct the development will be easier. In this third phase, the instructional designers integrate the technology with the educational setting and process

Implementation

The application of products in the ADDIE development research model is intended to obtain feedback on the products made/developed. Initial feedback (initial evaluation) can be obtained by asking questions related to product development goals. Application is carried out referring to the product design that has been made.

Evaluation

The evaluation phase in the ADDIE model development research is carried out to provide feedback to product users so that revisions are made according to the results of the evaluation or the needs that the product cannot yet fulfil. The final objective of the evaluation is to measure the achievement of development goals.

FINDING AND DISCUSSION

The research and development conducted by researchers resulted in an e-module (electronic module) of English beginner material for adult level integrated into web mobile that was based on the adapted 5 stages ADDIE (Analysis, Design, Development, Implementation, and Evaluation) from Apolopoulus (2018). The 5 stages of developing English beginner material for adult level integrated into web mobile were presented as follows:

Analysis

The method used by the researchers is an observation of learning activities in English class, and interviews with the lecturer of the subject. Observations and interviews were conducted to determine the curriculum used, learning activities, and the use of teaching materials. The purpose of curriculum analysis is to make the development of this e-module clear. This analysis is carried out by collecting information related to the material to be used in the e-module based on Basic Competencies and Materials. In this development research, researchers just focused on the development of basic subject teaching materials related to adult-level beginner English materials integrated into web mobile. Based on the results of the analysis of learning activities in English classes for adult-level learners, the teaching materials in the form of e-Module are integrated into web mobile. Researchers expected that these teaching materials can be a solution to the diversity of ways of learning among individual students, and students can also be more active in the learning process. The teaching materials to be developed have passed the validity test so that the teaching materials can be used as students needed and can be accounted for. The instrument for measuring the validity of teaching materials in this research is an assessment instrument that adapts from the preparation of instruments by the Ministry of National Education, Sungkono, and Wahono as stated in the theoretical study. New developments related to teaching materials used by developing e-module that is proper for use in learning activities by covering the related material, presenting more interesting teaching materials, and increasing students' self-learning in mastering English.

Design

The design process is the e-module design stage of English beginner material for adult level integrated into web mobile. At this stage, the researchers also designed an instrument to measure the validity of the e-module developed. The general e-module framework consists of five main parts, namely introduction, learning activities (reading text, vocabulary, listening practice, pronunciation), and exercises. In the introduction, the section contains competencies basic and subject matter, a description of the e-module, instructions for use of e-module, the ultimate goal of using the e-module, and the e-module information map. In-section learning activities consist of descriptions of material explanations, examples, illustrations, assignments (exercises), and evaluation. This developed e-module is used for theoretical learning and practice. Therefore, for every practical activity, there is a descriptive explanation of the material, audios of practical activities, assignments, and evaluations. The research instrument is an instrument to measure the feasibility of the e-module which is designed in the form of a questionnaire with a Likert scale of 4 answers namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree Agree (STS). The answer is then converted into a score of 4, 3, 2, and 1 in the order of response statements. The preparation of the items of the module feasibility assessment instrument takes into account the feasibility aspect as stated in the guidelines for the preparation of teaching materials by the Ministry of National Education which includes aspects of content feasibility, linguistic aspects, presentation aspects, and graphic aspects. In addition, Wahono's learning application development criteria include software aspects, learning design aspects, and visual communication aspects with details of the assessment. An assessment instrument that is assessed by a material expert covering aspects of content, linguistic aspects, and aspects of the presentation. The assessment instrument by media experts covers aspects of screen display, ease of use, consistency, usability, and graphic aspects. Furthermore, a student response questionnaire to the e-module includes aspects of material presentation, linguistic aspects, usability aspects, and graphic aspects with details of the number of items in each aspect. Each assessment consists of 30 assessment items.

Development

The development stage consists of 3 steps, they are e-module development, instrument development, and e-module assessment. After the e-module draft was completed, the researcher checked the e-module as an initial revision. Next, to get suggestions for improvement of the e-module, researchers also discussed and consulted to improve the parts of the e-module based on suggestions and advice consulted again so that the draft e-module is approved for assessment by material experts and media experts. Instruments that have been designed at the design stage are then compiled and ensured that they are ready to be validated by expert assessors. The material assessment instruments, media, and student response questionnaires that have been compiled are then validated so that the resulting instruments are valid so that they are suitable for use in research. Furthermore, the e-module has been validated by material experts and media experts using the previously created e-module assessment sheet. Material validation was carried out by Dewi Syafitri, M.Pd. Validation in terms of media was carried out by Dr. Dodik Mulyono, M.Pd. After validation is done, in the

preparation of the assessment instrument several points must be corrected such as writing errors, spelling, grammar, and the use of punctuation. The instrument is then revised according to the results of the validator's correction so that a valid assessment instrument is obtained and can be used to assess the feasibility of the e-module. The results of instrument validation can be seen in the appendix. Validation from material experts and media experts aims to find out whether the e-modules made are suitable for use by users and receive criticism and suggestions so that the e-modules become better. The results of the first e-module validation are material expert validation which includes content aspects, linguistic aspects, and presentation aspects. The results of e-module validation by material experts resulted in an overall average score of 3.48 from a maximum score of 4.00 with a very good product category. Suggestions or inputs received by the authors from material experts are as follows: a) There are some spelling errors b) Need to be enriched with the material in video tutorial format, c) audio makes it slow and clear. The second is media expert validation which includes aspects of screen design display, ease of use aspects, consistency aspects, usability aspects, and graphic aspects. The evaluation of e-modules carried out by media experts on the developed e-modules resulted in an overall average score of 3.21 from a maximum score of 4.00 with a very good product category. The suggestions or inputs received by the authors from media experts are as follows: a) There need to be improvements to the e-module title b) Add another colour to the main templates c) Justify writing d) exercise all online. Add reference captions to the illustrations used. Based on the results of the e-module validation by material experts, it can be concluded that the material in the e-module is stated to be very good. Meanwhile, based on the results of the assessment by media experts, it can also be concluded that the e-module is stated to be very good based on the media. In general, the quality of the modules is suitable for use in the learning process at the implementation stage.

Implementation

After the e-module was validated by experts and had been repaired, the e-module was tested on second-semester students of the Physics Study Program with a total of 15 students to be used as teaching materials in learning activities. The test results will be used as a reference in the improvement/revision of the developed e-module. Students as respondents gave an assessment response to the e-module English beginner material for adult level integrated in web mobile based on aspects of material presentation, linguistic aspects, usability aspects, and graphic aspects. The trial was carried out in 1 meeting with details of the trial time of 2x40 minutes, and material about Shopping. Students are given an explanation of the purpose of developing e-modules and a brief explanation of the use of e-modules by researchers. Furthermore, after the students finished doing the trials and the practice questions, the students filled out a response questionnaire to the e-modules that had been used. The results of the assessment of student responses to the e-module in the completed questionnaire obtained an average overall assessment score of 3,34 from a maximum score of 4,00 with a very good product category. The results of filling out the questionnaire and more complete calculations are presented in the Appendix. Based on the results of the assessment, it can be concluded that the e-module English beginner material for the adult level integrated into web mobile is included in the very good category, so it can be used as one of the teaching materials in learning English.

Evaluation

After going through the process from the previous stages, the development of the e-module has made several improvements based on the results of the assessment of material experts, media experts, student responses to e-modules, and evaluation of student learning outcomes from working on the exercises. The follow-up as an evaluation has been corrected such as spelling errors, the title of the e-module has been revised according to suggestions, the writing has been justified, etc.

Based on the description of the research results obtained, a learning media product was obtained in the form of an e-module English beginner material for the adult level integrated into web mobile. This research refers to the ADDIE development model with the stages of Analysis, Design, Development, Implementation, and Evaluation, and pays attention to the method of preparing the learning module. The developed e-module contains materials in the form of reading text, building up vocabulary mastery, audio listening, grammar space, and communicative skills in exercises. E-module has also been adapted to the Basic Competencies and main materials of the course General English syllabus/RPS for the second-semester students applied at STKIP PGRI Lubuklinggau.

Due to time constraints, the trial was only conducted in 1 meeting, so all the material contained in the e-module could not be tested in its entirety. The material tested the material, distribution of the product is still limited, namely only to students in the second semester of the Physics Education Study Program at STKIP PGRI Lubuklinggau. This development research is more focused on the good quality of e-modules and has not yet reached the test of their effectiveness in everyday learning. It is hoped that this e-learning module can be used in other universities with more complete material. The research conducted has not yet reached the test of the effectiveness of e-modules in everyday learning. Therefore, for other researchers, there is an opportunity to study further testing the effectiveness of e-modules in learning.

CONCLUSION

This e-module integrates with a web mobile which can be easily accessed by students. It contains practical audio tutorial content that displays examples of practical activities related to material and evaluation in the form of exercises that have feedback in the form of scores obtained after completing the practice questions on each practical activity so that this e-module is also interactive for its users (students). The results obtained indicate that the e-module English beginner material for adult level integrated into web mobile that was developed. It is feasible to be used as a learning medium or teaching material for lecturers and students in the process of learning activities based on the acquisition of the average score of the overall aspect score by material experts 3,48 very good categories, the average overall aspect score by media experts is 3,21 very good category, and the overall aspect score by students' responses to e-modules is 3,34 very good category. Student evaluations show the results of a percentage of success of 82.00% which fall into the category of high success criteria in working on material exercises using the e-module English beginner material for adult level integrated into web mobile.

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